

The Open University

An investigation into whether genre-based teaching, as opposed to the existing Communicative Language Teaching (CLT) methodology, can help develop the written abilities of Japanese adult learners of English, and the implications for syllabus design.

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Aims of the investigation

The EFL industry in Japan is a major industry employing thousands of teachers from Inner Circle countries. The majority of these teachers are employed as instructors in private English conversation schools and provide instruction mainly in general, conversational English. These schools help to build on the English instruction Japanese students receive at Junior and High School which tends to be focused on traditional grammar with no real emphasis on communication in specific situations. The main goal of these private English schools is to try and improve on the conversational and communicative abilities of its students, building on the grammar framework that was learned at school.

Recently, during an intermediate level general English class, students prepared a short essay as part of their homework covering a topic that had been discussed in class. The students either had to write for or against the topic in question, a basic exposition style essay. Upon receiving the essays the following week, it was clear that there was a marked difference between the students' spoken and written abilities, with speaking generally being better. The essays received from the students lacked the written and organisational style expected of an exposition and came across as more spoken in style. The current school syllabus has its basis in grammar although is essentially communicative, supporting students in their quest to become better communicators in English. Indeed, as Burns points out:

“reading and writing are consigned to second place and the focus is on the development of speaking and listening” (Burns 2001, p201)

This is certainly the case in Japan and teaching experience has shown that there is often a difference between students' spoken and written abilities. As a result of this perceived imbalance, the following research aims were formulated:

1. To investigate whether genre-based teaching, as opposed to the existing Communicative Language Teaching (CLT) methodology, can help develop the written abilities of Japanese learners of English; and
2. To consider the implications for syllabus design.

Consequently, this research report will attempt to answer the following research questions based on the above aims:

1. To what extent can genre-based teaching be used to develop the written abilities of Japanese adult learners of English?
2. Does this fit into the existing syllabus or is a separate syllabus required?

These aims and research questions have not changed since the submission of the initial Project Proposal with the project maintaining the same direction and

focus.

Rationale and main conceptual themes for the study

The project aims and research questions will attempt to determine whether or not genre-based teaching can help develop students' written abilities as a result of a current imbalance between the four skills of speaking and listening and reading and writing within the Japanese EFL system. Whilst the current school syllabus stresses a communicative approach to its language lessons, it seeks to place equal emphasis on all four skills (SES Japan, 2006).

This project will involve a comparison of both Communicative Language Teaching (CLT) and genre-based teaching. CLT, according to Knight (2001, p155) is currently the favoured teaching methodology worldwide and, indeed, is being used in many private language schools across Japan. CLT enables the learner to attempt to communicate in real life situations and has been described as:

“an approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards and Rogers cited in Knight, 2001, p155).

Defeng Li (2001, p149) suggests that CLT should concentrate on meaningful tasks and use realistic contexts and situations in order to make lessons relevant to the students. Group activities and a safe and secure learning environment are also important characteristics in the CLT classroom. This is a weak form of CLT and is an approximation of what exists in my school's syllabus as Li indicates that there have been problems introducing CLT into the EFL world (2001, p151). In relation to Japan, students do not have the opportunity to speak English outside the classroom so Richards and Rogers goal of "*communicative competence*" is hard to achieve. Similarly, Japanese students are very familiar with grammar having studied it extensively at school. As a result, the school syllabus has been adapted from what could be described as pure CLT to one that fits local Japanese circumstances and is reflective of the wishes of the students who want to use the English they have learned at school (SES Japan, 2006, Section D7). Nevertheless, whilst CLT, even in its local adapted form, attempts to address the four language skills, it is clear that speaking and listening are given a higher priority in Japan.

An alternative methodology is genre-based teaching. Genre forms part of the theory of Systemic Functional Linguistics (SFL) and concerns the "*structural patterns of whole texts which share the same purpose and elements*" (Study Guide, p47). As a result of SFL research on whole texts, genre-based teaching

emerged. Burns (2001, p200) states that genre-based teaching is a “*model for explaining language in relation to the context in which it is used*”. Many social tasks are based on the ability to read and write and without these skills, learners are missing out on opportunities to develop their second language skills. Consequently, they are not able to take advantage of a wide variety of written texts that are available to them in the second language which could help to develop their understanding. Feez (2001, p225) states that the Australian Adult Migrant English Program (AMEP) has benefitted greatly from genre based teaching, and indeed many other countries have adopted such teaching. However, countries like Japan and Korea have been slow to adopt genre pedagogy (Lin 2006, p2). This is likely due to the fact that genre-based teaching has been developed in ESL countries like Australia where English is either an official language or a second language. Although EFL countries like Japan do not use English to the same extent, it is important that Japanese students are given the opportunity to study writing skills as part of their English education.

In her discussion of genre-based teaching, Burns presents the “*teaching-learning cycle*” (2001, p202) which takes students through three main lesson stages. The first, modelling, discusses the “*cultural and social purpose*” of the text (Burns 2001, p202) and involves the teacher presenting the genre's schematic structure and language along with specific examples of that genre. Following on from that, there is the joint construction stage whereby the teacher and students

together actively discuss the construction of the text. Finally, with the independent construction stage students attempt to write their own texts. This type of lesson methodology involves the learners hopefully becoming more independent and able to use the text as the lesson progresses.

The results arising from this comparison of CLT and genre-based teaching will help determine the extent to which these methodologies developed the participating students' written abilities. Furthermore, it will help shape the answer to the second research question concerning syllabus. According to the Study Guide (p184) a syllabus should be reflective of what is learned with the content being considered by the teacher and influenced by student needs. At the present time, many private English conversation schools have management-oriented syllabi whereby the syllabus is basically imposed on the teachers (Study Guide, p184) . Feez (2001, p222) discusses the development of a genre-based syllabus for the Australian AMEP and considers student needs an important part of that process. As a result, the second research question will try and determine if and how genre-based teaching can fit into the existing school syllabus.

Consequently, as a result of this research, it would be interesting to see if more of a balance can be achieved between the four language skills. It is hoped that any “*initial findings generate possibilities for change which are then implemented and evaluated as a prelude to further investigation*” (Bell 2005,

p9). This research is, therefore, a pilot study to gauge reaction to this type of teaching and to see if and how it can be adapted to complement communicative English lessons in Japan.

Description of the setting

I have been teaching English in Japan for around four years, working in private English conversation schools. I currently work for Shane English School Japan (SESJ), a large British English school with around 200 schools located throughout the Greater Tokyo metropolitan area. There are currently around 400 ex-pat teaching/academic staff working at SESJ, teaching general English and English to children. There are also more specialised courses in Business English and exam preparation.

This project was conducted in one of my regular school branches with the permission of the Director of Studies. The group of students participating are of an intermediate level of ability, this ability being assessed when they initially joined the school. Although there are usually five students attending class once a week on Wednesdays, one was absent for the duration of the study. The students were all informed in advance in writing about the project and its basic aims and all willingly agreed to take part.

It was decided that two research lessons be taught, one using the CLT methodology and the other the genre-based teaching methodology. The CLT lesson was presented on Wednesday 25th July and the genre-based lesson one week later on Wednesday 1st August. Due to an SESJ school summer holiday from the 8th to 16th August, it was felt important to have the research lessons completed prior to the holiday so that this time could be used for analysis and further preparation. Nevertheless, this proved to be a very busy period as one final assignment (TMA04) had to be submitted prior to the end of July and further time had to be spent planning and organising these research lessons as well as designing the student questionnaire. Despite the heavy workload, it was possible to allocate sufficient time to lesson planning, questionnaire design and the completion of the final assignment.

The students were given a short questionnaire to complete at home following the end of the research lessons. These questionnaires were returned to me after the summer break and a short, in-class group interview was conducted to gain more information from the students about the answers given. Although this was not part of the original project proposal, it was done to ensure that all questions were properly understood and to probe for more detailed information.

The interviews with school managers were originally planned for week commencing 20th August. However, due to unforeseen circumstances, this turned

out to be a very busy time resulting in the interviews being cancelled. Although rescheduling was difficult, new arrangements were made and my research timetable was reorganised accordingly.

Methods used to collect the evidence

In order to answer the first of the research questions, it was necessary to collect written samples of work from the participating students for subsequent analysis. The main focus of this project was the teaching and comparison of two lessons to a group of intermediate students. The first lesson was the CLT lesson, a standard methodology within SESJ. The second lesson was the genre-based lesson, using the “*teaching-learning cycle*” outlined by Burns (2001, p202). Both lessons were of equal length (55 minutes), involved the same group of intermediate level students and used the same topic for discussion: banning smoking in public places. The standard intermediate textbook normally used with these students was not used during the research lessons since each unit within the textbook considers a different topic for discussion. It was felt important that the topic remain consistent between both research lessons. Following each lesson, the students were asked to write an essay in response to a specific question prompt relating to the main lesson topic as follows:

Do you agree or disagree with the following statement? Smoking should be

banned in all public places in Japan. Use specific reasons and examples to explain your answer.

The question prompt was the same following each lesson. Consequently, the only research variable was the methodologies themselves, which involves the “*actual alteration of the independent variable of interest and the holding constant or minimizing of other factors*” (The Open University, 2001, p85). The CLT and genre-based essays prepared by one student were selected for analysis and this helped provide evidence to answer the first of the research questions.

In order to gain a different perspective on whether genre-based teaching helps develop writing, the views of the participating students were sought. In order to capture these views, a questionnaire was first designed and then piloted amongst a group of English and Japanese speaking colleagues and students before being issued after the final research lesson for completion by the participating students. This questionnaire used a mix of open and scale questions and the question wording was carefully selected in order to ensure reliability of the evidence. All questionnaires were returned anonymously after the summer break and later, by way of a follow up, a short, in-class group interview was conducted based on the initial survey. This was done to ensure that all questions were properly understood and also to try and encourage the students to further expand on some of the answers they had initially given.

The final stage of the research involved conducting interviews with three of the school managers. Confidentiality was promised in respect of these interviews and it was stated that participants would not be identified or presented in an identifiable manner. The interviews were of a semi-structured nature and involved the examination and discussion of the two essays produced by one of the participating students. Without knowing which methodology produced which essay, the interviewees were asked a series of questions based around the first research question. The essays were then compared more closely with knowledge of the methodologies used. Finally, the interview turned towards a discussion of the school syllabus and how genre-based teaching may fit into that syllabus, thus providing evidence for the second research question. The semi-structured segment of the interview lasted 30 minutes although some respondents asked further questions at the end of the session thus extending the interview time. But in no cases did the interview extend beyond 40 minutes. Each interview was recorded with permission and subsequently transcribed for analysis purposes. Each interviewee was given a copy of the completed transcript and asked to verify it as an accurate representation of what was said during the interview.

Collecting evidence from three different sources helped provide triangulation in so far as each method was targeted at one or both of the research questions, thus ensuring that appropriate answers were sought and that those answers were reliable and accurate (The Open University, 2001, p65). It was felt at the time

that the analysis of the student essays and the presentation of that evidence during the interviews would result in interview answers and discussion specifically targeted at the research questions, thus providing valid results. Questionnaires were chosen for the participating students so that they could have an opportunity to reflect on the research lessons and not feel under pressure in a more formal interview situation. Consequently, it is felt that these methods have provided reliable and valid results.

Methods used to analyse the evidence

In the project proposal, it was suggested that the student essays be analysed using a framework outlined by Butt et al (2001, p268). However, it was later felt that this particular framework would not go far enough in analysing written development. Furthermore, due to time constraints, only the essays prepared by one student were selected for analysis. These two essays were both analysed using SFL as it was felt important to maintain only one research variable, the teaching methodologies. In addition, SFL can be used to analyse a text's overall structure and clause level grammar leading to an assessment of the student's overall written ability. This assessment can be used to recommend activities to help further develop that ability. This was, therefore, seen as appropriate in analysing the evidence in relation to the first research question.

The CLT essay (Essay A, p31) and the genre-based essay (Essay B, p32) were examined using an SFL framework that analysed the registers of field, tenor and mode. The CLT essays were returned to the students with basic feedback in order that they may be used to help prepare the genre-based essay. More detailed feedback was given to the students at a later date. Using SFL to analyse essays produced using different teaching methodologies helped show where development in writing had occurred and, indeed, where development had not occurred. The SFL analysis is contained within Appendix 2 (p33).

The completed student questionnaires were analysed in two ways. Firstly, questions using ordinal scales were analysed in a quantitative manner which allowed for a simple form of analysis since the responses were already sorted into predetermined categories relating to the main research questions which could simply be counted. Responses to the open ended questions were listed in order that the students' responses could be examined for recurrent themes which were then highlighted in bold. The questionnaire analysis appears in Appendix 3 (p49).

The interview transcripts were analysed using qualitative methods. The interview questions which were seen as most relevant to the research questions were used as category headings and responses from each interviewee were collected under those headings. Any consistent responses were highlighted in

bold. The completed interview analysis along with the original interview schedule can be read in Appendix 4 (p53).

Initially, the SFL analysis has highlighted some differences between Essay A and Essay B suggesting that written development has occurred although not in all areas. Using Essay A as a benchmark with which to compare Essay B, the interviewees appear to confirm that this is the case. The questionnaires show that the participating students found both research lessons useful in terms of assisting them with their writing skills and that they believe that more time should be spent on writing in class. With this in mind, it is now appropriate to consider the findings of the research in more detail.

The findings and how they relate to particular issues in the module.

It was clear that quite a transformation had occurred between Essay A and B with one interviewee stating:

“It does look as if it's drastically changed for the better” (Interviewee B, p55)

Essay B's paragraphing and schematic structure was much improved with interviewees remarking that it was “*more adult*” (Interviewee A, p55), “*more academic*” (Interviewee C, p56) and “*a very well organised piece*” (Interviewee

C, p56). This accords with what was found in the SFL analysis with a generally clearer schematic structure, increased nominalisation and a greater degree of social distance (Appendix 2, p40). However, an analysis of theme and rheme within both essays indicated a distinct lack of thematic development (Appendix 2, p39 and p47). Er (2001, p232) indicates that new information cited in the rheme section should be taken up in the following theme to allow it to be further developed. It is clear from the analysis in Appendix 2 (p39 and p47) that this did not happen to any great extent within either Essay A or Essay B.

Nevertheless, all interviewees agreed that there had been development in writing between Essay A and B with one interviewee stating:

“they've (the student) tried to make the transition from getting your ideas out there and adapting them into this kind of formal 1-3-1 style of writing”
(Interviewee C, p56)

It is believed that Essay A was a forum for exploring ideas with Essay B essentially marshalling those ideas into an appropriate written format. In the questionnaire, students were asked to rate each lesson in terms of how they thought it helped develop their writing skills. All respondents rated both lessons either Excellent or Very Good in terms of assisting written development, as can be seen from the tables below:

Table 1: CLT Lesson (Question 5a, p51)

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Below Average</i>	<i>Poor</i>
2	2	0	0	0	0

Table 2: Genre-based Lesson (Question 6a, p51)

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Below Average</i>	<i>Poor</i>
2	2	0	0	0	0

Regarding the CLT lesson, questionnaire respondents stated:

“the lesson gave me a lot of ideas” (p51)

“the lesson was a useful introduction to the topic” (p51)

With regard to the genre-based lesson, respondents stated:

“I learned how to write a good essay” (p51)

“The lesson showed me how to build my ideas” (p52)

This, therefore, shows that both methodologies can help develop written skills,

but in different ways. The CLT lesson helped with the generation of ideas and linking language, which was the lesson's target language. The genre-based lesson, however, really helped with organisation, schematic structure and, to an extent, the differences between written and spoken English. Indeed, Butt et al (2001, p268) indicate that the different stages of a genre-based lesson can include activities devised originally by other methodologies such as CLT. This highlights the complementary nature of methodologies like genre and CLT.

In answer to the first research question, it can be concluded that genre-based teaching helped to develop the written skills of the participating students although in the confines of what was taught within the 55 minute lesson. By way of a recommendation, it may be useful to plan and present other genre-based lessons concentrating on areas like thematic development and cohesion in order that further development in writing take place, as is suggested by Er (2001, p232). Nevertheless, not all the credit can go to the genre-based lesson as it is clear that the CLT lesson also played an important part. The extent to which genre helped in developing writing skills is significant, but the achievement must be shared with CLT.

The apparent compatibility of both CLT and genre-based teaching in aiding written development makes the discussion concerning syllabus relevant. Table 3 taken from the questionnaire shows that the majority of the participating

students think that writing is either an important or very important part of English lessons:

Table 3: writing being included as part of the English lesson (Question 2a, p49)

<i>Not at all important</i>	<i>Not important</i>	<i>Neutral</i>	<i>Important</i>	<i>Very important</i>
0	0	1	2	1

Although a small sample, it does indicate that there is a potential demand for writing skills to be taught. Indeed, interviewees B and C state:

“I definitely think our students could benefit from this kind of approach”
(Interviewee B, p57)

“This is something that should be actually in the syllabus already” (Interviewee C, p59)

Nevertheless, when considering the implementation of a syllabus innovation like genre it is important to consider the constraints facing the innovation as well as the needs of the students.

Markee (2001, p118) states that it is important to consider the constraints facing any innovation. He asks, “Who adopts what, where, when, why and how?”

(Cooper cited in Markee, 2001, p118). In the interviews, a number of potential constraints were identified. Interviewee A indicated that any kind of syllabus change was generally handled by the Course Department at Central Head Office although, “*they do consult*” (Interviewee A, p57). However, interviewee B continued:

“with regard to actually changing, making changes as a result of listening to that feedback, they are less receptive” (Interviewee B, p58)

Consequently, the Course Department as a “*supplier*” of curriculum and materials could actually become a strong “*resistor*” to the potential implementation of genre-based teaching (Markee 2001, p119). A further source of resistance concerns the school textbooks, which were developed in-house by the Course Department. As stated by Interviewee C, the textbooks are a major source of income for SESJ (p59) and are not going to be changed in the near future. Also, as the textbooks are primarily grammar based, looking at a text at the sentence level, it does not appear to sit well with genre, which takes a top-down approach by first looking at the text as a whole. The textbook has an advantage here in that it has been adapted to fit local Japanese circumstances. Genre-based teaching is a western developed methodology which promotes independent learning and learner autonomy which both Kennedy (The Open University, 2007) and Sarwar (2001, p135) cite as possible difficulties. These

could well be significant constraints as, judging from experience, Japanese students tend to be very teacher dependent.

The above noted constraints suggest that it might initially be difficult to integrate genre-based teaching into the current school syllabus. Therefore, for these reasons, it seems appropriate to have genre-based teaching as a separate syllabus. Sarwar (2001, p130) used a voluntary “*unofficial*” course during her study of individualization techniques for large classes before introducing a more formal programme of compulsory classes. This unofficial route may have merit as it would not interfere with the general English syllabus thus limiting the constraints regarding textbooks and the Course Department. Also, as there are a large number of genres that could be taught, a negotiated syllabus along the lines of that proposed by Savage and Storer (2001, p137) may be appropriate. Giving the students the opportunity to choose what they learn would help target their learning needs far more which Feez suggests makes genre-based teaching a much less “*hit and miss affair*” (Feez 2001, p214).

Evaluation

The initial problem this project sought to address concerned the apparent difference in spoken and written ability among Japanese learners of English. How genre can achieve development in written skills was the subject of the first

research question with the implications for the school syllabus being the focus of the second research question. The data collected as a result of the SFL essay analysis, student questionnaires and the semi-structured interviews provided evidence to help answer these questions. The written essays and questionnaire evidence relating to written development showed that genre played a significant role but was assisted by the CLT methodology. The interview evidence outlined several constraints which suggest that a separate syllabus is, at least initially, an appropriate way forward. Consequently, it is believed that the evidence collected has answered both research questions.

Nevertheless, although the evidence presented helps provide answers to the research questions, it has to be acknowledged that this project was of a very small scale and involved only a small number of participants both in terms of the research lessons and subsequent questionnaires and school manager interviews. Larger sample sizes may show different results or reveal different, but no less relevant, issues. Also, no other teachers were involved in this project which is a potential problem since they are, as yet, unaware of why and how this genre innovation is going to be implemented. There is a chance that they become resistors to the innovation. The interview findings outlined a few potential constraints although it is distinctly possible that there are more. As Markee (2001, p119) suggests, people can change roles from time to time during the project.

Therefore, it is recommended that the unofficial syllabus mentioned above comprise the second phase of research into genre-based teaching. Phase two should include two main elements: a more detailed consideration of the innovation's potential stakeholders and consideration of a course development framework.

The implementation of a separate unofficial syllabus means that a closer examination of the stakeholders is possible. As only two potential stakeholders were identified by the evidence directly (the Course Department and the students) it is important to ensure all stakeholders are identified and given adequate consideration. Holliday defines stakeholders as, "*all the people who have a stake in the innovation*" (2001, p171). He discusses a "*stakeholder-centred approach*" (2001, p171) whereby certain groups of people are considered to have a stake in the innovation and are invited to participate in order that their needs be satisfied and they can feel they have ownership of the innovation. In respect of this project, the main stakeholders would be students, teachers, managers and the Course Department. Whilst there is the issue of "*technologised discourse of control*" (Holliday, 2001, p172), in the short term following such an approach could have the effect of increasing awareness of the innovation as well as increasing cooperation. Teachers in particular should be given information about the genre innovation and allowed the opportunity to try

out and observe these genre-based lessons in what Kennedy (The Open University, 2007) describes as “*trialability*”. In addition, further questionnaires and interviews could be undertaken, allowing stakeholder views to shape the genre-based teaching innovation.

The second part would involve establishing a course development framework, such as that outlined by Graves (2001, p179). It has been suggested that a negotiated syllabus be employed, and having such a framework would assist in examining student needs, creating goals and objectives, choosing appropriate materials and activities, course organisation and evaluation as well as considering resources and constraints. These matters would not need to be addressed in any pre-determined order but would help in the establishment of the negotiated syllabus. For example, a careful examination of student needs is important and, although Graves indicates this can be an unfamiliar process for many students (2001, p181), teachers can use a “*participatory process*” to allow students to choose what they learn in class in order that such learning has an impact on what they do outside the classroom (Graves, 2001, p186). Consequently, the use of a course development framework would be useful in helping participants and stakeholders discuss and understand the innovation as well as think about how it should be implemented.

Conclusion

In conclusion, this research report has shown that both CLT and genre-based teaching appear to be complementary methodologies in respect of assisting in the development of writing skills. Both help to develop writing although in different ways. Despite the apparent compatibility, it is thought necessary to initially create a separate, negotiated genre syllabus due to potential constraints concerning the existing school syllabus. Further research can help identify all the stakeholders as well as consider a course development framework, all of which should help determine the future of genre-based teaching within this particular school environment.

Word count: 5212

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Appendix 1: Essay A and Essay B

Essay A (original)

Homework task

Write an essay of no more than 500 words on the following topic:

Do you agree or disagree with the following statement? **Smoking should be banned in all public places in Japan.** Use specific reasons and examples to explain your answer.

Of course,

I agree with non-smoking in all public places in Japan.

One reason is

passive smoking can also harm others.

That is to say

second-hand smoking is hazardous to nonsmoker's health.

They are babys, children, pregnant mothers, and old people.

And the other reason is "the trouble of the cigarette butts.

Smokers often smoke as they walk in the street.

they throw a cigarette butt out on the street.

Who does clean it?

I always have to clean the street to put away it

in front of my house.

Essay B (original)

Date

No.

"About smoking in public space."

Do you smoke or not?

There are a lot of smokers in Japan.

All the advertise for new cigarettes catch people's eye.

Smoking is one part of smoker's life style.

And what do you think about smoking?

People argue the pros and cons about smoking.

I agree that smoking should be banned in all public places.

The most important reason is "smoking is bad for health."

Tobacco-smoke is thought productive of cancer.

Passive smoking can also harm you.

Second-hand smoking is hazardous to non-smoker's health.

They are babys, children, pregnant mothers, and old people.

Above all, smoking is bad influence for young people.

If they look smoking other people, they will want to smoke.

Because it is cool.

May be they think that smoking makes them like a grown-up.

And, there are some trouble of the cigarette butt.

Smokers often smoke as they walk in the street.

They throw it out on the street.

Do they know who have to clean their cigarette butt?

Cigarette company put on advertisement everyday,

And giving up smoking is difficult for smokers.

But smoking all public space is worse than useless.

Therefore, I agree that smoking should be banned in all public space in Japan!

Appendix 2: SFL Analysis

SFL Analysis of Essay A

Name of genre: exposition
Social purpose of genre: to present an argument for or against a particular subject. Here, Student A is presenting an argument in support of the statement that smoking should be banned in all public places in Japan.
Staging of the text (schematic structure): Paragraph 1: Statement of position, "I agree with non smoking in all places in Japan." Paragraph 2: Argument 1, "One reason is..." Paragraph 3: Argument 2, "And the other reason is..." Paragraph 4: Argument 2 continued. There is no Preview of arguments, nor is there a paragraph for the final Reiteration of statement of position.

<u>Register analysis - field</u>	
<p>Social activity/topic (experiential domain)</p> <p>Presentation of an argument in support of the statement that smoking should be banned in all public places in Japan. This would also involve the interpretation of evidence collected or knowledge previously acquired.</p> <p>Short term goals: to interpret evidence and existing knowledge allowing the argument to be presented.</p> <p>Long term goals: to allow Student A to become more familiar with this type of genre and essay writing in general.</p>	<p>Linguistic evidence</p> <p>Processes</p> <p>Material: smoke, walk, throw, clean, put away.</p> <p>Relational identifying: One reason is passive smoking can also harm others. That is to say, second-hand smoking is hazardous to nonsmoker's health. And the other reason is the trouble of the cigarette butts.</p> <p>Relational Attributive: They are babys, children, pregnant mothers and old people.</p> <p>Mental: agree</p> <p>Participants</p> <p>Actors: smokers, they (referring to smokers), who, I.</p> <p>Goals: They throw a cigarette butt out on the street. Who does clean it? I always have to clean the street.</p> <p>Identifier (bold) and Identified (<i>italics</i>): <i>One reason is passive smoking can also harm others.</i> Second hand smoking is <i>hazardous to nonsmoker's health.</i> <i>And the other reason is the trouble of the cigarette butts.</i></p> <p>Carrier (bold) and Attribute (<i>italics</i>): They are <i>babys, children, pregnant mothers and old people.</i></p> <p>Senser: I agree [[with non-smoking...]</p> <p>Circumstances</p> <p>Location: in the street, out on the street, in</p>

<u>Register analysis - field</u>	
	<p>front of my house.</p> <p>Nominalisation</p> <p>One reason is passive smoking can also harm others. Second hand smoking is hazardous to nonsmoker's health.</p> <p>Summary</p> <p>Processes are mainly material with relational identifying also being common. There is limited use of relational attributive and mental processes. The use of relational identifying processes helps to introduce argument. Material processes have the effect of making the actions more habitual in nature.</p> <p>Participants mainly relate to groups of people (smokers) in material processes.</p> <p>The main circumstances are of location and these are used to try and further expand the arguments made.</p> <p>Nominalisation is used on a couple of occasions although far less than would be expected in an exposition. Nominalisation helps make a text more abstract which would be appropriate for this type of genre. However, the lack of this weakens the text.</p>

<u>Register analysis - tenor</u>	
<p>The societal relationships between the interactants/Appraisal motifs</p> <p>Agentive or societal role Student A is giving information in response to a question and this is evidenced by the fact that the declarative mood is used within the text.</p> <p>The audience, in other words the person who asked the question (the teacher/researcher), does not interact with Student A at any point within the text. The societal role is that of teacher/researcher and learner.</p> <p>Status and power The status of the interactants is equal as evidenced by the use of the declarative mood.</p> <p>Social distance The informal nature of the text has the effect of reducing the distance between the interactants. The use of the first and third persons also has the effect of reducing distance. Consequently, social distance could be said to be low.</p>	<p>Linguistic evidence</p> <p>Mood The declarative mood is used throughout the text and is evidenced by the subject-finite relationship. For example:</p> <p>Subject (bold) and finite (<i>italics</i>): I <i>agree</i> with non-smoking in all public places in Japan. They <i>are</i> babys, children, pregnant mothers and old people. They <i>throw</i> a cigarette butt out on the street.</p> <p>There is one example of an interrogative: Who does clean it?</p> <p>Person First person: I Third person: they</p> <p>Modality No examples</p> <p>Appraisal No examples</p> <p>Language form / Lexis There are no colloquialisms or contractions used in the text.</p> <p>Summary With the predominant use of material processes and the general lack of nominalisation, the text does have a more informal style and feels more spoken than written. The use of the first person as well as an interrogative gives the text a more conversational feel. It is interesting to note that there are no examples of modality or appraisal being used to present and enhance the argument.</p>

<u>Register analysis - mode</u>	
The role/medium/channel	Linguistic evidence
Role of language The language constitutes the text.	Theme Textual (bold) and Topical (<i>italics</i>) themes: Of course , I agree with non-smoking in all public places in Japan. That is to say , <i>second hand smoking</i> is hazardous to nonsmoker's health.
Type of interaction Monologic	<i>Smokers</i> often smoke <i>They</i> throw a cigarette butt out on the street.
Medium Written	
Channel Graphic	Marked and unmarked themes: The majority of themes in the text are unmarked. For example: Of course, I agree with non-smoking in all public places in Japan. (I = senser, subject & topical theme - unmarked) That is to say, second hand smoking is hazardous to nonsmoker's health. (second hand smoking = identifier, subject & topical theme - unmarked)
Rhetoric Thrust Text comes across as spoken in style.	There is an example of a marked theme: to put away it in front of my house. In this case the finite comes before the subject making the clause marked.
	Thematic progression Within the whole text there are only three instances where new information in the rheme is taken up in the subsequent theme. Two of these are contained within paragraph 2 and concern passive smoking and health. The lack of crossover between rheme and theme suggests a lack of development of ideas and a lack of cohesion throughout the text.
	Summary Textual themes only provide a limited degree of cohesion and mainly within paragraphs.
	Whilst the text was written, the lack of thematic development and more appropriate use of textual themes means the text lacks cohesion as well as the more formal academic style required of the exposition genre.

Analysis of Theme and Rheme in Essay A

<i>Textual theme</i>	<i>Topical theme</i>		<i>Rheme</i>
Of course,	T1: I	→	R1: Agree with non-smoking in all public places in Japan.
	T2: One reason	→ ↖	R2: Is passive smoking can also harm others.
That is to say	T3: Second-hand smoking	→ ↖	R2: Is hazardous to nonsmoker's health.
	T4: They	→	R3: Are babys, children, pregnant mothers and old people.
And	T5: The other reason	→	R4: Is the trouble of the cigarette butts.
	T6: Smokers	→	R5: Often smoke
As	T6: They	→	R6: Walk in the street.
	T6: They	→	R6: Throw a cigarette butt out on the street.
	T7: Who	→ ↖	R7: Does clean it?
	T8: I	→	R7: Always have to clean the street
	T9: <to put away> it	→	R8: In front of my house.

SFL Analysis of Essay B

Name of genre: exposition
Social purpose of genre: to present an argument for or against a particular subject. Here, Student A is presenting an argument in support of the statement that smoking should be banned in all public places in Japan.
Staging of the text (schematic structure):
Paragraph 1: Statement of Position
Paragraph 2: Argument 1 with examples
Paragraph 3: Argument 2 with examples
Paragraph 4: Argument 3 with examples
Paragraph 5: Argument 4 with examples
Paragraph 6: Reiteration of statement of position.
There is no “Preview of Argument” paragraph although the schematic structure is an improvement on Essay A.

<u>Register analysis - field</u>	
<p>Social activity/topic (experiential domain)</p> <p>Presentation of an argument in support of the statement that smoking should be banned in all public places in Japan. This would also involve the interpretation of evidence collected or knowledge previously acquired.</p> <p>Short term goals: to interpret evidence and existing knowledge allowing the argument to be presented.</p> <p>Long term goals: to allow Student A to become more familiar with this type of genre and essay writing in general.</p>	<p>Linguistic evidence</p> <p>Processes Material: smoke, catch, is though productive of, harm, look, walk, throw it out, put on.</p> <p>Existential: There are a lot of smokers in Japan. And there are some trouble of the cigarette butt.</p> <p>Relational identifying: Smoking is one part of smoker's life style. The most important reason is smoking is bad for health. Above all, smoking is bad influence for young people.</p> <p>Relational attributive: They are babys, children, pregnant mothers and old people.</p> <p>Verbal: argue</p> <p>Mental: agree, think, will want, know.</p> <p>Participants Actors: you, all the advertise for new cigarett's, tobacco smoke, they, cigarett company.</p> <p>Goals: people's eye, cancer, other people, advertisement.</p> <p>Beneficiary: Passive smoking can also harm you.</p> <p>Identifier (bold) and Identified (<i>italics</i>): Smoking is <i>one part of smoker's life style</i>. <i>The most important reason</i> is smoking is bad for health. Smoking is <i>bad influence for young people</i>. And giving up smoking is <i>difficult for smoker</i>.</p> <p>Carrier (bold) and Attribute (<i>italics</i>): They are <i>babys, children, pregnant mothers and old people</i>.</p>

<u>Register analysis - field</u>	
	<p>Sayer (bold) and verbiage (<i>italics</i>): People argue <i>the pros and cons about smoking</i>.</p> <p>Senser (bold) and phenomenon (<i>italics</i>): I agree [[that smoking should be banned in all public places.]] They will want <i>to smoke</i>. May be they think [[that smoking makes them like grown up.]] Do they know [[who have to clean their cigarett buttu?]]</p> <p>Circumstances Location: in the street, on the street, everyday.</p> <p>Nominalisation Smoking is one part of smoker's life style. Passive smoking can also harm you. Second hand smoking is hazardous to nonsmoker's health. Smoking is bad influence for young people. And giving up smoking is difficult for smoker. But smoking all public space is worse then useless.</p> <p>Summary A greater variety of processes are used in this essay as compared with before. There are many relational processes which help to introduce argument and to make the text more abstract.</p> <p>Participants relate to classes of people or things (smokers) and often as actors, sensers, sayers and carriers.</p> <p>The circumstances of location help to try and expand the arguments being made.</p> <p>There is evidence of projection within the text. For example, the projecting clause “I agree” is used before a projected clause. The projecting clause is dependent on the projected clause that follows which can help highlight this as the author's opinion.</p> <p>There are more examples of nominalisation in</p>

<u>Register analysis - field</u>	
	the text which helps to make it more abstract. Here, the nominalisations roughly correspond to the main arguments being made.

<u>Register analysis - tenor</u>	
<p>The societal relationships between the interactants/Appraisal motifs</p> <p>Agentive or societal role Student A is giving information in response to a question and this is evidenced by the fact that the declarative mood is used within the text.</p> <p>The audience, in other words the person who asked the question (the teacher/researcher), does not interact with Student A at any point within the text. The societal role is that of teacher/researcher and learner.</p> <p>Status and power The status of the interactants is equal as evidenced by the use of the declarative mood.</p> <p>Social distance The use of more formal language and increased nominalisation has the effect of increasing social distance. However, the use of interrogatives as well as the first and second persons has the effect of making the text more conversational. Consequently, social distance can be said to be high, but not at its maximum.</p>	<p>Linguistic evidence</p> <p>Mood The declarative mood is used throughout the text and is evidenced by the subject-finite relationship. For example:</p> <p>Subject (bold) and Finite (<i>italics</i>): There <i>are</i> a lot of smokers in Japan. Smoking <i>is</i> one part of smoker's life style. People <i>argue</i> the pros and cons about smoking. Passive smoking <i>can</i> also harm you. May be they <i>think</i> that smoking makes them like a grown up.</p> <p>There are three examples of interrogatives within the text: Do you smoke or not? And what do you think about smoking? Do they know who have to clean their cigarett buttu?</p> <p>Person First person: I Second person: you Third person: They</p> <p>Modality Passive smoking can harm you. May be they think that smoking makes them like grown up.</p> <p>Appraisal</p> <p>Graduation: hazardous (force)</p> <p>Attitude: often (adjunct)</p> <p>Metaphor: worse than useless</p> <p>Language form / Lexis There are no colloquialisms or contractions.</p> <p>Summary The use of the declarative mood suggests giving information although the inclusion of interrogatives along with the use of the first and second persons makes the text more</p>

<u>Register analysis - tenor</u>	
	conversational. However, the use of modality and appraisal is a positive step forward and helps to enrich the arguments being made.

<u>Register analysis - mode</u>	
The role/medium/channel	Linguistic evidence
Role of language The language constitutes the text.	Theme Textual (bold) and topical (<i>italics</i>) themes: <i>There</i> are a lot of smokers in Japan. <i>Smoking</i> is one part of smoker's life style. <i>The most important reason</i> is smoking is bad for health.
Type of interaction Monologic	
Medium Written	Above all , <i>smoking</i> is bad influence for young people.
Channel Graphic	May be <i>they</i> think that smoking makes them like a grown up. And <i>giving up smoking</i> is difficult for smoker.
Rhetoric Thrust The text does come across more as written in style although not with the level of formality required in an academic style exposition. It is possibly at the semi-formal level, which is an improvement on the last essay.	Marked and unmarked themes: All themes are unmarked. There are no marked themes.
	Thematic progression As with the previous essay, there are only two instances where new information presented in the rheme is carried forward to the subsequent theme clause. Again, this suggests a lack of development of ideas and a general lack of cohesion throughout the text.
	Summary The author has tried to use textual themes in an attempt to link sections of the text together, making it somewhat more cohesive than in Essay A. However, whilst an improvement, it still requires some work. Nevertheless, thematic progression still remains an area which has not seen any progress from the first essay. This area will require further attention in order to help further develop this essay into a more formal academic style exposition.

Analysis of Theme and Rheme in Essay B

<i>Textual theme</i>	<i>Topical theme</i>		<i>Rheme</i>
	T1: Do you	→	R1: Smoke or not?
	T2: There	→	R2: Are a lot of smokers in Japan.
	T3: All the advertise for the new cigarette's	→	R3: Catch people's eye.
	T4: Smoking	→	R4: Is one part of smoker's life style.
And what do	T5: You	→	R5: Think about smoking?
	T6: People	→	R6: Argue the pros and cons about smoking.
	T7: I	→	R7: Agree that smoking should be banned in all public places.
	T8: The most important reason	→	R8: Is smoking is bad for health.
	T9: Tobacco smoke	→	R8: Is thought productive of cancer.
	T9: Passive smoking	→	R8: Can also harm you.
	T9: Second hand smoking	→ ↖	R8: Is hazardous to non smoker's health.
	T10: They	→	R9: Are babys, children, pregnant mothers and old people.
Above all,	T11: Smoking	→ ↖	R10: Is bad influence for young people.
	T12: If they	→	R10: Look smoking other people
	T12: They	→	R10: Will want to smoke
		→	R10: Because it is cool.
May be	T12: They	→	R10: Think that smoking makes them like a grown up.
And	T13: There	→	R11: Are some trouble of the cigarette butt.
	T13: Smokers	→	R12: Often smoke
As	T13: They	→	R13: Walk in the street.
	T13: They	→	R13: Throw it out on the street.

<i>Textual theme</i>	<i>Topical theme</i>		<i>Rheme</i>
	T13: Do they	→	R14: Know who have to clean their cigarett buttu?
	T14: Cigaret company	→	R15: Put on advertisement everyday.
And	T15: Giving up smoking	→	R16: Is difficult for smoker.
But	T16: Smoking all public space	→	R17: Is worse than useless.
Therefore,	T17: I	→	R18: Agree that should smoking should be banned in all public space in Japan!

Appendix 3: Questionnaire analysis

Questionnaire	Analysis
Question 1 <p>Please read the following statement:</p> <p>Speaking and listening skills are more important than reading and writing skills.</p> <p>What do you think about this statement?</p> <p><i>Please circle one answer choice.</i></p> <p><i>Strongly disagree = 1 → Strongly agree = 5</i></p> <p style="text-align: center;">1 2 3 4 5</p>	<p>Strongly disagree: 0 Disagree: 1 Neutral: 1 Agree: 2 Strongly agree: 0</p> <p>Total: 4</p>
Question 2a <p>How do you feel about writing being included as part of your English lessons?</p> <p><i>Please circle one answer choice.</i></p> <p><i>Not at all important = 1 → Very important = 5</i></p> <p style="text-align: center;">1 2 3 4 5</p>	<p>Not at all important: 0 Not important: 0 Neutral: 1 Important: 2 Very important: 1</p> <p>Total: 4</p>
Question 2b <p>During the lesson, how much time should be spent on writing?</p> <p><i>Please tick (✓) only one box. (Each lesson is 55 minutes).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 0 minutes <input type="checkbox"/> 1-10 minutes <input type="checkbox"/> 11-20 minutes <input type="checkbox"/> 21-30 minutes <input type="checkbox"/> 31-40 minutes <input type="checkbox"/> 41-50 minutes <input type="checkbox"/> 51-55 minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> 0 minutes: 0 <input type="checkbox"/> 1-10 minutes: 2 <input type="checkbox"/> 11-20 minutes: 2 <input type="checkbox"/> 21-30 minutes: 0 <input type="checkbox"/> 31-40 minutes: 0 <input type="checkbox"/> 41-50 minutes: 0 <input type="checkbox"/> 51-55 minutes: 0 <p><input type="checkbox"/> Total: 4</p>
Question 2c <p>Please give more details as to why you selected the answers in 2a and 2b:</p>	<ul style="list-style-type: none"> ● writing skills are very important ● lesson time is only 55 minutes so 10-15 minutes is adequate ● reading and writing skills are helpful to speak and listen correctly ● writing is a very important part of my English lesson because it organizes my thoughts ● I can state exactly how I feel ● want to improve speaking and listening

Questionnaire	Analysis
Question 3a <p>At the moment, how often do you write in English? <i>Please circle one answer choice.</i></p> <p>Every Day 3-6 times a week 1-2 times a week 1-2 times a month Never</p>	<p>Every day: 1 3-6 times a week: 1 1-2 times a week: 1 1-2 times a month: 1 Never: 0</p> <p>Total : 4</p>
Question 3b <p>How often would you like to write in English? <i>Please circle one answer choice.</i></p> <p>Every Day 3-6 times a week 1-2 times a week 1-2 times a month Never</p>	<p>Every day: 0 3-6 times a week : 2 1-2 times a week : 1 1-2 times a month: 1 Never: 0</p> <p>Total: 4</p>
Question 3c <p>If you do so, for what purpose do you write in English? <i>Please tick (✓) all boxes that apply.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Work <input type="checkbox"/> University <input type="checkbox"/> Taking notes during an English lesson <input type="checkbox"/> Writing emails or text messages to friends or co-workers <input type="checkbox"/> Helping children with homework <input type="checkbox"/> Writing a personal diary or Internet blog <input type="checkbox"/> Maintaining a website <input type="checkbox"/> Other (<i>please state</i>): _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Work: 3 <input type="checkbox"/> University: 0 <input type="checkbox"/> Taking notes during an English Lesson: 1 <input type="checkbox"/> Writing emails or text messages to friends or co-workers: 2 <input type="checkbox"/> Helping children with homework: 0 <input type="checkbox"/> Writing a personal diary or Internet Blog: 1 <input type="checkbox"/> Maintaining a website: 0 <input type="checkbox"/> Other: 0
Question 4 <p>Which of the following written genres would you be interested in studying?</p> <p><i>Please tick (✓) all boxes that apply.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Presenting an argument <input type="checkbox"/> presenting a discussion <input type="checkbox"/> writing an explanation <input type="checkbox"/> writing a report <input type="checkbox"/> writing a narrative (story) <input type="checkbox"/> writing a recount (a description of events) <input type="checkbox"/> presenting a procedural text (How to do something) <input type="checkbox"/> none of the above <input type="checkbox"/> other (<i>please state</i>): _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting an argument: 2 <input type="checkbox"/> presenting a discussion: 2 <input type="checkbox"/> writing an explanation: 1 <input type="checkbox"/> writing a report: 1 <input type="checkbox"/> writing a narrative (story): 1 <input type="checkbox"/> writing a recount (a description of events): 0 <input type="checkbox"/> presenting a procedural text (How to do something): 0 <input type="checkbox"/> none of the above: 0 <input type="checkbox"/> other: 0
Question 5a <p>Thinking about the Communicative Language Teaching lesson (Lesson 1), please give this lesson a grade depending on how far you think it helped develop your writing skills.</p>	<p>Excellent: 2</p>

Questionnaire	Analysis								
<p>Please circle one answer choice:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Excellent</td> <td>Very good</td> <td>Good</td> <td>Satisfactory</td> </tr> <tr> <td>Below average</td> <td>Poor</td> <td></td> <td></td> </tr> </table>	Excellent	Very good	Good	Satisfactory	Below average	Poor			<p>Very good: 2 Good : 0 Satisfactory: 0 Below average: 0 Poor: 0</p> <p>Total: 4</p>
Excellent	Very good	Good	Satisfactory						
Below average	Poor								
<p>Question 5b</p> <p>Please give more details as to why you selected the above answer:</p>	<ul style="list-style-type: none"> ● I got good technique ● useful expressions: use these expressions to connect ● the structure of writing is no differences between English and Japanese ● the lesson helped me think in English ● I learned a lot of various expressions ● the lesson gave me a lot of ideas ● the lesson was a useful introduction to the topic ● it was very interesting ● I think it helped develop my writing skills 								
<p>Question 6a</p> <p>Thinking about the Genre-based teaching lesson (Lesson 2), please give this lesson a grade depending on how far you think it helped develop your writing skills.</p> <p>Please circle one answer choice:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Excellent</td> <td>Very good</td> <td>Good</td> <td>Satisfactory</td> </tr> <tr> <td>Below average</td> <td>Poor</td> <td></td> <td></td> </tr> </table>	Excellent	Very good	Good	Satisfactory	Below average	Poor			<p>Excellent: 2 Very good: 2 Good: 0 Satisfactory: 0 Below average: 0 Poor: 0</p> <p>Total: 4</p>
Excellent	Very good	Good	Satisfactory						
Below average	Poor								
<p>Question 6b</p> <p>Please give more details as to why you selected the above answer:</p>	<ul style="list-style-type: none"> ● The lesson was a little bit difficult for me ● I learned how to write a good essay ● It's a very new studying style for me and it's really helpful to write ● I can study many new words ● I can find others idea ● I learned how to write the essay ● the lesson showed me how to build my ideas 								
<p>Question 7</p> <p>If you have any other comments, please write them here:</p>	<ul style="list-style-type: none"> ● I really like your teaching style ● You have a lot of ideas how to study English for Japanese learners ● Would you mind sometime correct my writing? 								

Thank you very much for your participation and help with my research project. It is very much appreciated.

Kind Regards, Derek Philip

Appendix 4: Interview Schedule and Analysis

Interview schedule

Part 1: General remarks before the official start of the interview.

- The purpose of this interview is to consider 2 lessons recently taught using different teaching methodologies and to consider the possible effects on syllabus.
- The interview, recording, transcript and data will remain confidential. You will not be identified or presented in an identifiable manner in the research report.
- The interview will be a semi-structured format. I have prepared a series of questions I would like to ask and envisage this will take around 30 minutes. There will be an opportunity for you to ask any questions or add any comments/observations towards the end of the session. You also have my contact details should you wish to get in touch following the interview.
- Do you have any questions you would like to ask now before we start?
- OK, do you mind if we start recording now?

Start recording.

Part 2: General introduction.

Thank you for agreeing to be interviewed today.

- First, can you tell me how long you have been involved in teaching?
- How long have you been with Shane?
- Can you briefly outline your current responsibilities?

Part 3: Essay A

Now, we are going to have a look at a piece of written work. Imagine that one of your students produced this essay as part of their homework. Please now take some time to look over Essay A. *Allow time for reading.*

- What would you correct?
- What advice would you give the student?
- If your student took your advice, do you think the essay would become a more mature piece of writing?
- In what way?
- Do you have any other comments you would like to make about this essay?

Part 4: Essay B

Now, we're going to look at a different piece of written work which was prepared in response to the same question as Essay A. Please now have a look at Essay B. *Allow time for reading.*

- In the first instance, do you have any comments or observations to make about this essay?
- Would you be surprised if I told you that both essays were written by the same student one week apart?
- Comparing both essays, do you feel that the student's writing skills have undergone development?
- Can you please give some specific examples?
- Is there any other advice you would give this particular student?

Part 5: Syllabus

Thank you. The first essay was written following a lesson using the Communicative Language Teaching methodology, and was based on the Shane lesson progression. The second essay was

written following a lesson using a genre-based teaching methodology. Genre involves studying a particular text in its entirety, in our case an argument. The lesson itself took the students through three main stages. The first, modelling, examines the structure of an argument and is quite teacher centred. The second, joint construction, involves both teacher and students working together to build up an argument. The final stage, independent construction, involves the students working more or less independently to create their own argument text. We are now going to think about syllabus.

- Thinking about the syllabus used at Shane, how would you describe it?
- In terms of this syllabus, what would you expect learners at the intermediate level of ability to be able to do at the end of their course of study?
- Do you think a methodology like genre-based teaching, which can help develop speaking as well as writing skills, could help intermediate students achieve those syllabus goals?
- If so, how do you think genre-based teaching could be introduced into the syllabus? If not, do you think a separate syllabus would be more appropriate?
- Have you been involved in changing, adapting or suggesting changes to the current syllabus?
- If not, have you ever tried to implement any kind of change within Shane?
- How were these changes received? Or, if you wanted to implement change, how do you think the changes would be received?
- Do you think teachers should be promoters of syllabus design or change or is that a job for management?

Part 6: Conclusion

That concludes the main part of the interview today. Do you have any questions or comments/observations you would like to make about the interview?

Thank you very much for your time today.

Interview analysis

Respondent	Essay A: what should be corrected?	Essay A: as a result of correction, does it become more mature?	Essay B: initial comments	Has there been development in writing between Essays A and B?
A	<p>there are a few outstanding mistakes lovely spelling</p> <p>looking partly at the correct grammar</p> <p>its relationship to the previous sentence</p> <p>introduction of new vocabulary</p> <p>error correction based on target language</p> <p>consider more natural style</p> <p>perhaps look at overall structure</p>	<p>you would hope so once worked on one area the students would generally improve</p> <p>one specific area would become more adult but the remaining sections would be childish</p>	<p>much more sort of adult style</p> <p>tried to develop a more cohesive style</p> <p>still the grammatical mistakes</p> <p>essay B's obviously been thought about more obviously tried to use a much more diverse set of vocabulary</p> <p>they make some silly mistakes the reason being that they tend not to check it properly afterwards</p> <p>if you just purely think about content of the two sides I would say of course Essay B is sort of like 50 times better in a way</p> <p>but with still obviously the same sort of mistakes</p>	<p>Definitely</p> <p>in terms of marking the essay with a score of [...] say 1 to 10 you'd be giving Essay A somewhere around about 3 or 4 whereas you'd be giving Essay B [...] a 6 or 7 and pretty much marking them down for the silly mistakes</p> <p>perhaps the major area is to look at how they are checking their own homework</p> <p>looking for errors themselves</p> <p>they don't think they can correct their own work</p>
B	<p>The actual sentences and paragraphing is something that really stands out</p> <p>keep it consistent so that the student is using the same kind of reference system throughout</p> <p>the meaning's very clear</p> <p>the arguments the student puts forward are very good points</p> <p>change the sentences first so the actual paragraphing is better</p>	<p>Making sure that paragraphs are in easily identifiable paragraphs that would make a big difference</p> <p>it looks pretty childish really</p> <p>some of the small errors maybe fine tuned</p> <p>I think it's a reasonable answer and there's been quite a lot of English practiced in it</p>	<p>It's more detailed in so much as they try to give reasons as to why they think smoking should be banned</p> <p>there's more in the way of general background information</p> <p>sentences are fuller</p> <p>paragraphing is very clear</p> <p>a lot more comprehensive</p> <p>it's easier to the eye</p>	<p>It does look as if it's drastically changed for the better</p> <p>they can clearly isolate the different parts of the essay and break them up into manageable parts</p> <p>it's almost as if the writer has elaborated a lot more on the topic</p>

<i>Respondent</i>	<i>Essay A: what should be corrected?</i>	<i>Essay A: as a result of correction, does it become more mature?</i>	<i>Essay B: initial comments</i>	<i>Has there been development in writing between Essays A and B?</i>
C	<p>Basically the grammar and the language itself actually makes sense</p> <p>formatting issues</p> <p>punctuation and style issues</p> <p>the differences between say things like spoken English versus what we write</p> <p>I definitely would focus on the formatting issues and the actual differences between spoken English and written English</p>	<p>Yes [...] that would be the main way of looking at it</p> <p>it would be more academic</p> <p>if this is only to get them thinking about a topic and expanding on the topic [...] there's no problem</p> <p>if the goal is to actually to improve on writing and in particular get better at it, organisational skills and the difference between spoken English and written English is probably the most important thing</p>	<p>This one's a lot easier to read</p> <p>it's a very well organised piece</p> <p>but here we're looking at small mistakes, just not checking it or just habits</p> <p>there are a lot of basic simple mistakes [...] either spelling usage mistakes and things like punctuation</p>	<p>Writing skills in terms of formatting and the difference between written English and spoken English, I'd say yes</p> <p>they are both written by the same person, now what I think has happened they've tried to make the transition from getting your ideas out there and adapting them into this kind of formal 1-3-1 style of writing</p> <p>the format's a lot better and the organisation's a lot better</p> <p>it's just a question of adding and fixing in certain places which with control can be done</p> <p>yes I think that's definitely an improvement in the [...] written aspect of it but grammatically it's a mess</p>

Respondent	Description of syllabus	Intermediate student goals and genre	How can genre be introduced into the syllabus?	Potential constraints
A	Structural based the progression of the syllabus is based on students sort of increasing vocabulary and sort of increasing their structures looking at individual structures through topics	<p>Basically expect them to be able to use for example all the perfect tenses [...] and use them correctly</p> <p>still really minor grammatical errors here and there which you more put down to sort of lack of fluency in a way than lack of knowledge</p> <p>reasonable amount of vocabulary</p> <p>perhaps a little more technical knowledge should be capable of writing a piece like Essay B and without the mistakes</p> <p>perhaps genre based teaching would actually be effective from pre-intermediate</p> <p>more advanced students would benefit most from this style in terms it looks to me an excellent way of developing fluency</p>	<p>Because of the set textbook system we would have to [...] look at the [...] suggested lesson plans we give teachers and look at ways of adapting that to [...] the current textbooks we use possible some of the tasks could be achieved through genre based lessons</p> <p>use a more supplementary system of producing a [...] sideline course but a course we can actually link in (to the general English course)</p>	<p>Whenever syllabuses have been changed or adapted it is generally done by the Course Department from Central Head Office</p> <p>but they do consult</p> <p>a few of my suggestions have been implemented</p> <p>they are always receptive to feedback and suggestions</p> <p>but whether or not anything changes depends on how busy people are</p> <p>I think it's (syllabus design) a job for anybody who particularly thinks they can do it</p> <p>quite often find that a lot of people who are writing courses and designing courses do not teach any more they've become somewhat stale or out of touch with reality</p> <p>I think teachers should be involved with syllabus design because they are the ones who have to teach it and have a practical working knowledge of how it [...] will benefit students or why it will benefit students</p>
B	<p>Very systematic with regards to the vocabulary that's introduced</p> <p>the structures are introduced at very set times in order to build on what</p>	<p>Should be able to converse on a whole variety of different topics</p> <p>have very good communicative skills</p> <p>there's a lot of focus on</p>	<p>I definitely think our students could benefit from this kind of approach</p> <p>it might give them the confidence because they've got the structure there</p>	<p>I think we all know that ideally students need more exposure to English and that 55 minutes a week is very limited, so comparing Shane Japan to learners of English in other</p>

Respondent	Description of syllabus	Intermediate student goals and genre	How can genre be introduced into the syllabus?	Potential constraints
	<p>the students already know</p> <p>it's deemed that the progression of the syllabus is clearly tied in with the students' levels</p> <p>but I think that the syllabus is sort of designed with it in mind that students have a very good latent knowledge of English grammar already it's more a case of providing speaking opportunities</p> <p>it focuses on communication</p>	<p>all skills in the books but more so on speaking</p> <p>I would expect an intermediate student who has completed an intermediate course with us to be a very competent speaker of English</p>	<p>our lessons are relatively short in duration and if you have a stage of the lesson that is rather teacher centred it could be difficult to maximise student talking time possibly</p> <p>I always think that it's good to have an integrated approach where you can focus on [...] all the skills and improve the students' overall English because they are all interlinked the skills and if you improve one skill it's going to help you with the other skills</p> <p>it's going to provide students with the confidence they need because it's very controlled, it's clear what's expected of them</p>	<p>countries I think that one of the best things we could do, changes we could implement, would be to increase lesson time</p> <p>I think they (SESJ) are very receptive to feedback in so much as they would like to hear it</p> <p>with regard to actually changing, making changes as a result of listening to that feedback they are less receptive if you like</p> <p>I don't know if we could change the books or syllabus so quickly, it's something we could make steps towards but it might take some time</p> <p>I definitely don't think it's (syllabus design) a job solely for management or purely for management</p> <p>teachers have a very wide range of experiences and exposures to different methodologies</p> <p>I think it (syllabus design) should be a collective thing</p> <p>definitely just managers making changes I think is, certainly with regard to syllabus, I think is not wise</p>
C	Very text or tense centred it starts off with	You're looking at them being able to use a fair amount of tenses	There are lots of places for it this is something that	In terms of adapting texts [...] it's encouraged more often than not

<i>Respondent</i>	<i>Description of syllabus</i>	<i>Intermediate student goals and genre</i>	<i>How can genre be introduced into the syllabus?</i>	<i>Potential constraints</i>
	<p>what might be considered elementary tenses</p> <p>tense centred focused on presenting a language, giving them a context, having students practice and produce it themselves</p> <p>progression through tenses</p>	<p>they should be able to basically give an opinion and expand their ideas and thoughts in a comfortable manner</p> <p>they should be comfortable with most everyday English</p> <p>I think definitely with the syllabus itself there should be a lot more emphasis on things like production</p> <p>it just seems a little more teacher centred in the sense that you're focusing more on say controlling forms</p> <p>for students who've actually developed the bad habits over time I think that taking that element and adding more control in the classroom can help them</p> <p>I would say yes it would definitely help students, I think it depends on their language goals</p>	<p>should be actually in the syllabus already</p> <p>hopefully teachers will eventually get to that point and that is to get away from the whole idea of tense related language lessons and get more topic based or context based lessons</p> <p>we should be teaching tenses at the elementary level [...] anything beyond that we should be focusing on fluency and actually skill based language</p>	<p>where Shane (SESJ) kind of puts its back up in terms of changing the syllabus [...] would be the textbooks and the reason for that, it's the same in every company, is that's where you make a lot of your money</p> <p>in terms of the classroom, there's never been any kind of problem in terms of adapting the material to say something more like genre [...] it's more on the say publication side of life</p> <p>it's (syllabus design) a job for everybody I think teachers are the front line so to speak so they know essentially what works</p> <p>a lot of people I know who are now into writing textbooks, they're not managers, they're actually teachers</p> <p>so I would say that yes teachers are probably the best source of ideas</p>

The original Project Proposal

TITLE

An investigation into whether genre-based teaching, as opposed to the existing Communicative Language Teaching methodology, can help develop the written abilities of Japanese adult learners of English, and the implications for syllabus design.

AIMS

The examinable component of this project will attempt to answer the following research questions:

1. To what extent can genre-based teaching be used to develop the written abilities of Japanese adult learners of English?
2. Does this fit into the existing syllabus or is a separate syllabus required?

A DESCRIPTION OF THE SETTING IN WHICH THE RESEARCH WILL TAKE PLACE.

The author has been teaching English in Japan for around four years and currently works for a British English language school in Japan. This involves

teaching general English to both adults and children. The size of classes is usually fairly small, averaging around 6 students, with lessons running for 55 minutes. This project will concentrate on general English being taught to a class of five adults in the intermediate level of ability, as assessed when they initially entered the school.

THE RATIONALE AND MAIN CONCEPTUAL THEMES FOR THE INVESTIGATION.

In Japan, there are many private English Conversation schools providing instruction in conversational English. These schools help to build on the English instruction Japanese students receive at Junior and High School which tends to be focused on traditional grammar with no real emphasis on communication. The main emphasis of these schools is improving the conversational abilities of its students, often at the expense of other skills such as reading and writing. Indeed Burns makes this point when she states:

“reading and writing are consigned to second place and the focus is on the development of speaking and listening” (Burns 2001, p201)

This is certainly the case in Japan. Teaching experience has shown that there is often a difference between students' spoken and written abilities, with speaking being better. The current school syllabus supports the teaching of conversational

English and, indeed, the initial level assessment for students is entirely based on spoken ability. As a result of this imbalance, the above research questions were formulated to determine whether or not genre-based teaching can help develop students' written abilities.

This project will involve a comparison of both Communicative Language Teaching (CLT) and genre-based teaching. CLT, according to Knight (2001, p155) is currently the favoured teaching methodology worldwide, and indeed, is being used in many private language schools across Japan, including the author's school. CLT enables the learner to attempt to communicate in real life situations (Knight 2001, p155). Whilst CLT attempts to address the four language skills, it is clear that speaking and listening skills are given a higher priority in Japanese private language schools.

An alternative methodology is genre-based teaching. Genre forms part of the theory of Systemic Functional Linguistics (SFL) and concerns the "*structural patterns of whole texts which share the same purpose and elements*" (Study Guide, p47). As a result of SFL research on whole texts, genre-based teaching emerged. Burns (2001, p200) states that genre-based teaching is a "*model for explaining language in relation to the context in which it is used*". She presents the "*teaching-learning cycle*" (p202) which takes students through initial modelling by the teacher, joint construction and, finally, independent

construction. Feez (2001, p222) discusses the development of a genre-based syllabus for the Australian AMEP, a theme also taken up by Butt et al (2001, p254-274) in their discussions of syllabus design. Whilst many teaching institutions worldwide have implemented genre-based syllabi, countries like Japan have been slow to adopt it (Lin 2006, p2). Burns (2001, p201) states that many social tasks are based on the ability to read and write and, without these skills, learners are missing out on opportunities to develop their second language skills.

Consequently, as a result of this research, it would be interesting to see if lessons can be planned that achieve more of a balance between the four language skills. It is hoped that any “*initial findings generate possibilities for change which are then implemented and evaluated as a prelude to further investigation*” (Bell 2005, p9). In particular, it would be interesting to see if specific genres like email can act as a “bridge” between the genre-based written lessons and more communicative style lessons. This research is, therefore, a pilot study to gauge reaction to this type of teaching and to see if and how it can be adapted to complement conversational English lessons. This research will also be highly relatable in that other teachers can adapt it to fit their own teaching contexts.

A DESCRIPTION OF THE EVIDENCE TO BE COLLECTED AND THE METHODS TO BE USED TO COLLECT THE EVIDENCE.

In order to answer the first research question, it will be necessary to obtain written samples of work from a group of learners which can subsequently be analysed. The main focus of this project will be the teaching and comparison of two lessons to a group of 5 adult learners, all at the intermediate level of ability. The first lesson will be a CLT lesson, a standard methodology within the author's school. The second lesson will be a genre-based teaching lesson, using the "*teaching-learning cycle*" outlined by Burns (2001, p202). Both lessons will be of equal length (55 minutes), will involve the same group of students and will use the same topic for discussion. Students will be instructed to write an essay in response to a specific question prompt relating to the main lesson topic, the prompt being the same following each lesson. The analysis that is subsequently undertaken will help to provide answers to the first research question. Furthermore, it is felt that this stage is reliable in that the only variable factor is the teaching methodology. Consequently, similar results should be achieved if the research was conducted by a different researcher. In addition, it is felt that this evidence is valid in that it is directly linked to the first research question.

In order to gain a different perspective on whether genre-based teaching helps develop writing, the views of the participating students would provide useful

evidence. Whether they would like to participate in genre-based lessons in the future would be useful when considering the implications for syllabus design. In order to capture these views, a questionnaire will be designed and piloted before being distributed for completion by the participating students. A mix of open and scale questions will be used although very careful question wording will be required in order to ensure reliability of the evidence. The evidence will also be valid in that it helps to provide perspective on both research questions.

The final stage of the research will involve discussions with the school managers. At this stage, the basic findings of the research already conducted can be presented with a view to determining the implications of genre-based teaching on the school's syllabus. It is proposed that semi-structured interviews be conducted which last approximately 30 minutes and will be recorded for analysis purposes. As with the questionnaires, careful question choice will be important to ensure reliability. This stage of research is valid in that it will address the syllabus design issue, the second of the two research questions.

THE METHODS YOU EXPECT TO USE TO ANALYSE THE EVIDENCE COLLECTED.

Butt et al (2001, p268) outline a framework that can be used and adapted to assess written work, and it is proposed that this framework be used to assess the essays submitted by the students. The text analysis work done by Er (2001,

p229) will also be of significance. Following the CLT lesson, this framework will be used to analyse and identify the strengths and weaknesses of each essay. The original essays can be returned to the students with feedback in preparation for the Genre-based lesson, after which the essays will be analysed again. It is thought possible to adapt Butt et al's framework to allow for quantitative analysis. For example, the question "Are conjunctions used?" (2001, p269) can be answered using a scale ranging from "frequently" to "never". It is hoped that this will show which methodology produced the greatest development in writing as well as in which part of the framework. The essays will also be independently assessed in order to add authenticity to the results.

Quantitative methods will be used to analyse the questionnaires completed by the students. In particular, it is thought that coding can be used to successfully analyse the results. For example, Bell (2005, p216) suggests that responses to open questions can be examined for any similarities which can be used to form the basis of the coding system. Using a Likert Scale (Bell 2005, p219) can also allow analysis through coding since responses are already sorted into predetermined categories which can simply be counted.

The most relevant sections of the interviews will be transcribed and analysed using qualitative methods in order to identify any consistencies or contradictions between the interviewees and, indeed, between the interviewees and responses

from the student questionnaires.

RESEARCH TIMETABLE

Please refer to Appendix 1 for a detailed overview of the proposed research timetable.

ACCESS TO INFORMATION AND ETHICAL ISSUES.

This project proposal has been discussed with the school Director of Studies who is happy to lend support and make arrangements concerning access to students.

Confidentiality will be promised in respect of any interviews conducted, questionnaires submitted and student work submitted. Participants will not be identified or presented in an identifiable manner.

All questionnaires submitted will be done so anonymously.

All student work submitted for independent assessment will be done so anonymously.

Each interviewee will be asked to read and sign an Interview Protocol Form

prior to the interview. This will outline how the interview data will be used, reported and distributed.

1635 words

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APPENDIX 1: RESEARCH TIMETABLE

Month	July	August	September	October
Date				
1	TMA04 prep	Research lesson 2: Genre based; collect lesson 1 essays; arrange for lesson 2 essays to be e-mailed to me by the 8th; hand out student questionnaires.		Examinable component submission date.
2	Prepare letters of explanation for the interviewees and Interview Protocol Form	Prepare and distribute Interview Protocol Form to all interviewees	Check that all analysis has been completed	
3	Prepare letters of explanation for the students taking part in the research lessons.	Ensure Essay analysis framework is ready for use	Write up project	
4	Complete all letters and Interview Protocol Form		Write up project	
5	Questionnaire prep		Write up project	
6	TMA04 prep		Write up project	
7			Write up project	
8	TMA04 prep	School holiday; task 1 – essay assessment	Write up project	
9	Questionnaire prep	School holiday; task 1 – essay assessment	Write up project	
10	Questionnaire prep	School holiday; task 1 – essay assessment	Write up project	
11	Questionnaire prep	School holiday; task 1 – essay assessment	Write up project	
12	Questionnaire prep	School holiday; task 2 – interview prep	Write up project	
13	TMA04 prep	School holiday; task 2 – interview prep	Write up project	
14		School holiday; task 2 – interview prep	School holiday; write up project	
15	TMA04 prep	School holiday	School holiday; write up project	
16	TMA04 tutorial; lesson planning; questionnaire piloting this week	School holiday	Final checking of project	
17	TMA04 tutorial; lesson planning	Confirm interview times; send all essays for independent marking (return date 23 rd August)	Final checking of project	
18	TMA04 tutorial; lesson planning		Final checking of project	
19	TMA04 tutorial; lesson planning		Final checking of project	
20	TMA04 tutorial, TMA04 prep	Interviews; ongoing interview analysis	Send Examinable Component to Milton Keynes by courier.	
21	Essay analysis framework prep	Interviews; ongoing interview analysis		
22	TMA04 prep; essay analysis framework prep	Interviews; ongoing interview analysis; collect student questionnaires		
23	Start arranging interviews; lesson planning	Interviews; ongoing interview analysis; collect essays from independent marker		
24	Lesson planning	Interviews; ongoing interview analysis	School holiday	
25	Research Lesson 1: CLT type			
26	TMA04 final prep	Questionnaire analysis		
27	TMA04 submission date; working cover shift today	Questionnaire analysis		
28		Completion of interview analysis		
29	Lesson planning	Completion of interview analysis		
30	Lesson planning	Completion of interview analysis		
31	Lesson planning	Completion of interview analysis		
	Green highlight = Monday			
	Yellow highlight = day off			