

## 平成 23 年度研究チーム活動中間報告（第 2 回目）

### 「The Impact on the L2 Writing Ability of Learners by Explicit Teaching of an ICT-mediated Genre-based Approach to Writing」

No.121 研究代表幹事 Roger Palmer (マネジメント創造学部)

#### Introduction

As part of the second year of the research, our team began implementing a genre-based approach to writing in American Studies at Konan CUBE. The recount, procedure, narrative and report genres were taught, and comparing the pre-writing and post-writing samples there were significant gains, especially in text organisation, knowledge of context-specific vocabulary, use of functional grammar, and quantity of unsupported output. At the same time, between April and year-end the team reported on its research at conferences in Japan, Indonesia, Italy and a series of teaching seminars in Kyrgyzstan.

#### Progress Report

In April, we presented *An ICT-mediated Genre-based Approach to Writing* at the IAFOR Asian Conference on Technology in Osaka. This examined typical instruction in writing classes, and the ways technology currently supports language learners with their writing. The paper drew attention to how technological mediation ties in with themes of digital literacy, collaborative learning, e-learning in classroom-based language teaching, Interactive Whiteboard use, new technologies, and web-based writing education.

Next, when Konan University hosted the JALTCALL Conference in June we presented *Multimodality and the Online Lab*. The use of multiple modes is an extension of our research into genre. The paper argued that online learning is ideally placed to support the role of the instructor in the physical classroom, and that the high-tech environment at the Hirao School of Management is suited to pursuing this vision. Definitions are needed to reflect language practices and evolving communications technologies that go beyond just written 'text', and it is necessary to speak of constructing meaning in different modes as a social activity.

Subsequently, we delivered a paper at the JACET International Convention in Aichi in early September. *Multimodal Approaches to Content and Language Integrated Learning* showed how the matching of the genre approach and content-based instruction is well-established in Australian, European and Indonesian schools, just as it is now becoming an integral part of CUBE English. Subjects are taught through the medium of a language other than that normally used in class. The learner gains new knowledge about subject content while at the same time coming into contact with, learning about, using and improving the L2. Knowledge of the language in the context of modern technological societies helps students develop core skills and competencies in their L1 as well.

Our team also helped to lead a teaching seminar at universities in Bishkek, Kyrgyzstan in mid-September. We presented *A Genre-based Approach to Writing*, giving an overview of the current research project. We also led workshops on *Technology and Teaching Writing*, which concentrated mainly on core concepts and ways to teach a genre-based approach to writing effectively, and *Reading Texts, Teaching Texts*, focusing on ways to help learners examine their language learning materials critically. For this, they depend on teachers to help them deconstruct texts. We introduced examples of actual student coursework at Konan to help facilitate this.

After that, in October we delivered a paper, *L2 writing as mode, meaning and social space*, at the JALT National Conference in Hamamatsu. We discussed how our ideas had been shaped by the work of Halliday in Systemic Functional Linguistics, and how an understanding of modes, be they speech, still or moving image, writing, gesture, music, or colour, taken with the notion of communication as meaning and learning as a social activity, made a demonstrable difference to the teaching and learning of writing.

In November, one team member presented *iPad Collaboration: Teacher and Learner Reflections in Indonesia and Japan*, at the TEFLIN International Conference in Surabaya, Indonesia. Another member travelled to Italy to present *Exploring task effects in collaborative writing: Designing and ICT-based replication of Swain and Lapkin with jigsaw and dictogloss* at the ICT for Language Learning Conference in Florence, investigating replicating writing task research by adding technology.

Additionally, four distinguished researchers visited us from the Indonesia University of Education. They observed classes at Konan Boys' Junior and Senior High Schools, Konan University in Okamoto, and Konan CUBE in Nishinomiya and held discussions with students and faculty. This collaboration will continue in 2013 and beyond, a key outcome of this research.

### **Significance for L2 Learners and Educators**

With the ongoing success of the project and the creation of comprehensive materials, genre-based writing will be at the heart of all American Studies classes from April and Global Challenges classes from September, 2013. In line with the initial research plan, teachers are being educated in genre writing, a roll out will take place across multiple classes and instructors, and an evaluation of the application of the approach and attitude towards it will determine if teachers can carry it out effectively, whether learners benefit from it, and how much they retain. We anticipate a positive impact on the L2 writing ability of learners.