The Effectiveness of Genre-based Approach to Develop Writing Skills of Adult Learners and Its Significance for Designing a Syllabus

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The Aims of the Investigation

1. To find out if the genre-based approach to writing can be of any use to the students. As texts of the same genre have certain basic structural similarities, serving the same general social purpose, so does genre-based approach equip learners to choose words and structures for making meanings about experience in certain situations for an example, telling stories, trying to persuade people with strong arguments, describing a thing, showing procedures. It also helps the students to be aware of and careful to show relationship in the perfect manner appropriate to the situation. Finally genre-based approach is helpful for learners for arranging the whole meaning into a full text, which is compatible with the situation.

2. Most of the time in the conventional classroom it is seen that, learning activities focus on using correct language, as a result the students' participation lessens; sometimes they turn into passive receivers; on the other hand, if the teacher does not intervene to show structural patterns of different genre, does not demonstrate where it should be used, and the learning is based on communication only then the students will not be confident of using it properly . To solve this problem some language practitioners prescribe that there should be a cycle of teaching and learning, which consists of context exploration, explicit instructions, joint construction using the newly gathered knowledge.

I want to find out if the activities in writing in the classroom maintain teaching-learning cycle, the cycle of modeling, teacher-student joint construction and independent construction.

3. Language is a psychological and social tool, through it we communicate with others . People have different social relations with others, and the repertoire of languages changes according to social class, formality, surrounding and age. So, can textbook help student complete practical task? Does the understanding of different genres give the learners a outline of language used for certain purpose using certain structural patterns?, giving them ability to relate it to other contexts, which might be very far away from the text book contexts?

4. If a different type of syllabus is required for developing writing what might be included to enrich the writing skills and make the adult learners confident enough to use it in other places than only exams.

The Rationale and Main Conceptual Themes for the Investigation

During my service as a teacher, teaching Basic Skills, most of the time I have found that even adult learners prefer to practice writing skills at home rather than doing it in the class. Even if they do participate , they are reluctant to read aloud their ' independent construction' . They fear that they haven't used language in a correct manner, more than that they cannot make up their

mind how to start and how to finish. As English is not the learners' mother tongue, sometimes they are short of words. As a result, writing is most often done as homework and some of the learners do not submit their work. The summative evaluation is that learners are unable to develop the writing skills. I hope to find out if studying genre-based writing can help to equip the adult learners to improvise writing activity on any topic with confidence. Martin developed the concept of genre based on Halliday's theory of form and purpose of the text and the social context, in which it is produced. Texts, which share the same underlying structural pattern and the same purpose, are of the same genre.

The ideas that form the underpinning of my work are gathered from:

i. Butt, et al. ***Using Functional Grammar***, chapter 1, 9 and 10.

In chapter 1, Burt, et al. argues that texts, which are used for same general purpose, share the same obligatory and optional structural elements. So, to achieve proficiency in writing skills easily, it is better to learn about the set structure of different genre which will in turn, give them courage to write and use appropriate language style.

In genre-based approach, learners are introduced to different genres such as Narrative, Procedure, Exposition, and Information report - all of them have separate structural patterns, which help the learners to build up a rich repertoire of text elements which goes along with the culture, context in which it is used. Thus, the knowledge based on genre-based approach and the SFL tools of the field and ideational experience, the tenor and the interpersonal experience and the mode on textual features become a basis for the learners' future development of language and literacy.

In chapter 9, it is asserted that genre-based methodology gives the non-native speakers the knowledge of the stable patterns of text by which they can produce the whole text according to different context of use. Though some educators feel that genre-based teaching might lessen the creativity and analytical power of the students, but it is seen that most often students are unable to write standard text, incorporating the fragments of writing into a whole text in the context of its use. In these types of cases, non-native speakers can gain cultural capital (chapter 9, p. 250) only through genre-based approach.

In chapter 10, it is asserted that effective language teaching can occur if teacher uses the cycle of teaching and learning. Vygotsky described that through the cultural and psychological tools such as language, learners can know how to use and what type of language to use in certain social context, collaboratively with others, specially 'more capable' ones (chapter 10, p. 259) progressing through zones of proximal development. As the learners get control of these through text-based method, they will be able to construct independently, aptly reflecting their thoughts. This cycle of teaching – learning consists of

(a) exploring the context gathering relevant cultural knowledge and the specific purpose of certain kind of text, as for example taking notes on field trips, writing stories understanding the subject matter, the roles and social distance between the

communicators, as for example, filling up forms in Banks , the difference between writing an official and a personal letter;

(b) the teacher giving instruction explicitly of a specific genre showing its structural elements and how it is shaped by context, unified by texture and structure ;

(c) Guided practice of different genres and jointly constructing a text of a specific genre, for an example, how to use narrative techniques while telling a story, scaffolding them verbally before the learners start to write it, and last of all through independent construction of genre that was taught by the teacher in the class. It may be a letter or even a project work. At this stage, the student might consult to get help from each other; the teacher should intervene when help is needed.

ii. Anne Burns in her article "Genre-based Approaches to Writing And Beginning Adult ESL Learners" asserts that systematic – functional approach to explore language in relation to its context, can be of great use to improve writing skills.

iii. In Video sequence: 9, 'Melbourne' and Feez, S.'s article 'Australian Migrant English Program,' it is asserted that, genre-based approach to teaching and learning, makes the learners able to do with language in order to communicate successfully in both oral and written form.

Based on Vygotsky's idea that instruction precedes learning, in Genre-based approach to writing teacher should play an authoritative role and through sufficient scaffolding guide them to the potential level of performance, (Feez, 2001, p. 215), so that they will be able to link it to related texts.

Feez shows further that there are four levels in the curriculum: in the beginner's level, the students are introduced to the general genre categories of information text, recount, instruction descriptions as they move to upward levels they work in increasingly specialized context. Sometimes the teacher builds up contexts, making vocabulary list, or write job application seeing TV, or newspaper advertisement for a job. The outcomes of the syllabus are grouped into four macro skills.

Halliday's language model of structure and texture of a text of specific genre is the main criteria of assessment for the learning performance. Feez notes that a text-based syllabus is designed on (a) texts to the expected outcome of the related curriculum, (b) topics according to their need, (c) language features, (d) skills mainly the four macro skills and (e) teaching activities and tasks for assessment.

Through the interactive teaching -learning cycle teachers are able to integrate best situational, learner- centred and communicative approach which enable them to teach effectively.

Another Underpinning Idea for My Project

Another reading underpinning idea for the project derives from Hewings and Hewings, 'Disciplinary Variation in Academic Writing.' '… The genre-knowledge can be of preliminary use, students should be aware of discipline specifics, what to emphasize and what to exclude according to their discipline and subject matter and beliefs about knowledge.

Methodologies deployed in writing, can influence the written structure. As an example there is difference stance in hard discipline of science where attributive hedges like 'partially,' 'approximately' are often used to assert agreed knowledge, and in soft discipline of social science and arts where problems are less clearly defined, hedges are used extensively to write qualitative analysis rather than quantitative analysis. The teacher should explain text structure metadiscoursal feature, grammatical elements of the specific discipline together with why they are used.

It enhances critical literacy which can bring change in curriculum in which learners will be aware of whatever they are learning, rather playing the passive role of receivers of knowledge (*The Study Guide*, pp. 182-183) .

The Method I Used to Collect My Evidence

I have used the Ethnographical method, in real life context. I have video-recorded two writing class session by a teacher to specific group of students in the second week of August 2003. As I wished to see what really happens in the writing classroom , if the teaching-learning cycle prevailed ; I video-recorded the class session when the teacher gave explicit instruction on how to write a job application and a curriculum vitae . I carefully observed how she gave verbal and nonverbal instruction, how she elicited and emphasized the important points.

I was careful to record the students' clarification that they were able to grasp the teacher's instruction; I also video-recorded carefully the talk between students when they were asked to construct independently a job application and also the teacher scaffolding students when they asked for help. I audio- recorded an interview with the relevant teacher, to get her views asking her questions,

i. Are students interested in joint construction?
ii. Are the students reluctant to practice in the class?
iii. How are their mistakes corrected?
iv. What should be included in the writing class syllabus?
v. Is the class duration enough, and do you have any suggestion?
vi. How can we make the writing classes more effective for adult learners? .

To evaluate, the learners' outcome from the writing classes, to give them scope to play a part in shaping the writing class syllabus, to see if they were able to relate its texts at different contexts, I gave them an uptake chart (Slimani, *Reader 2*, pp. 304-5) which had questions like

i. What points have come up in the day's lesson?
ii. Did you learn anything that was really new?
iii. Do you think the lesson on formal letter?
iv. How to write a CV that will help you to use it in real life situation, for example, opening a bank account, filling up forms, applying for jobs?

I have kept documentary evidence like the writing section of the prescribed textbook, the independent construction by the student in the second class session.

A Description of the Setting

The setting where I collected my data consisted of two class sessions of a writing classroom, in a University in Bangladesh. There were about 30 female students, doing Foundation Course in Basic Skills before entering specific University Discipline. A teacher was teaching writing of a specific genre, namely formal Letter. As I video-recorded the two classes, I could keep A note of the teacher's and students' activities. But girls in this part of the world are sometimes camera-shy it was hard to record student-student talk and they were hardly asking questions at the beginning of recording. As I had problem with the first recording of the interview with the teacher, I had to do half of it again. It was very hard to make them understand how to write in the uptake recall chart. Though they were eager to participate in the activity there were not really great amount of data from the learners; still some of them could fill it up properly.

The methods I Used to Analyze the Evidence I Collected

I have used the Ethnographical method in a real life context, there had been no pre-structured strategy, because my aim was to see what really went on in the writing class, if the teacher was able to create a context and the effectiveness teaching-learning cycle. The setting of the recording both video and audio were natural. In these cases, I have used ethnographical method because it is more suited to the nature of human behaviour than quantitative or experimental method.

Because human actions differ from physical objects, it consists of interpretation of stimuli and the construction of responses rather than having fixed responses to stimuli. If it were like a survey research, then the students would have been too formal, as the teacher and student would be very conscious.

I have taken the permission of teacher and the student before recording. I have shown them what I have recorded. I have been able to convince the teacher and learners, it was not to criticize but evaluate the effectiveness of teaching-learn process in writing classes. I did not discuss the teaching-learning cycle before audio or video recording because I did not want to have anything pre-assumed. I wanted that to be discovery-based, to relate the findings in the natural setting, which can be generalized in other similar setting.

While analyzing data, I was more qualitative to gather meaning seeing if the teacher was able to make the students understand the structural elements of the genre; if through collaboration and scaffolding, students' confidence can be developed to produce a whole text, whether the students were participating or they were only passive receivers. I analyzed some students' class works done during the video-recording, I used the SFL tools to see if they could use word according to the required tenor, did it have the adequate texture and also to evaluate their ability to explain appropriately. I was also present in the spot but I was not speaking. I was able to hear that repeatedly after watching the video for several times I noted down the gestures, attitudes, gazing of the teacher and student . After doing this, I sat to write a transcription of the recorded material.

I wrote the transcription in standard lay out form as in the dialogue, to understand who speaks after whom.

My findings and how these relate to particular issues in the module

After I have gone through the investigation, I have seen in the classroom video-recording, that there are certain and distinct features of explicit instruction by the teacher, when she explains the reasons why one should write an application for a job .It is observed that she puts emphasis on certain structural elements of that specific genre when she says " so to write a job application we must first learn   the format " in line 4. Then she goes on describing the subject matter , how to make the text appearance an attractive and unified one. As for the most of the students, it is their first learning of how to write a job application so, the teacher shows a certain context to demonstrate the text's purpose and the ideational experience on field associated with it. It can be seen from later extracts that, the teacher builds up a schematic staging of the text in the first stages, writing on the board and then giving verbal instructions and non-verbal signs. She stresses the structure or layout of the text when L12 she says ' just underneath it, just underneath it , you are to write the address….. of the employer right '. The description of the staging of (I) addresses, (II) who to whom address, (III) Dear, (IV) Re (about), (V) Main information Experience relevant to the job, (VI) information about the candidate, (VII) ending , (VIII) Reference, (IX) contact.

'She instructs the learners to write the things they should write in the application, to write in 2-3 paragraphs to make it more presentable, cohesive, rich in texture. She gives ideas as to what can be written if it were for the post of a school teacher, making the students able to relate text with purpose , how to use necessary words which agree with the subject matter as she says " so suppose you can write , I am very good in handling children." in L31. All these examples are scaffolding and explicit instruction to give guided thinking, so the learners can construct whole text independently. The teacher gives clear-cut reasons for mentioning gender, religion, as in L76 'what's the job, they want to see the problems of the rural woman of Bangladesh 'and she explains in L78 "because she would understand the problems of Bangladesh better than somebody from Arabia, America."

Then after disseminating knowledge and making the students to work with whole text, she creates a context where upon the learners were to display their newly-acquired skills of writing a job application independently. As she says in L134 ' rather I'm going to give you an advertisement, you have to respond to the advertisement '; Still a student is unable to understand the subject matter and another is not sure of the schematic structure. The teacher intervenes, only when she is asked to contribute if learners do not know how to do the task.

Again the teacher scaffolds on somebody's asking in L144 'If you can't finish in one page , don't go to the back page, go to a fresh page'. The students
 are seen trying to get ideas from one another . It has been observed that some
 students are confident enough to volunteer to read aloud their independent
 constructions.
 In L149-153 it has been observed that learners were able to write on the model,
 closely sticking to its structure provided by the teacher. They constructed

appropriately according to the layout, subject matter and over-all presentation, it had all the elements that the teacher had put emphasis on. It showed that they had clearly understood the purpose of the text and the expected field or ideational experience.

These findings can be seen well connected with the teaching learning cycle observed in Genre-based approach or text-based methodology as in chapter 10 of 'Using Functional Grammar' by Butt .et. al and Burns's 'Genre-based Approaches to Writing' and Feez's 'Curriculum Evolution in the Australian Adult Migrant Program' . The video record shows the context exploration of the Learners with the help of the teacher, who is giving explicit instructions or modeling ,showing how to construct a standard form of text, chalking out the structure and keywords to be mentioned in the letter. As the students move through the zone of proximal development in collaboration with ' more capable ones' that is the teacher and some advanced learners , the teacher is seen to reformulate and scaffold when she is asked to intervene. As asserted in Feez's article, students in tertiary education does not feel the need of joint construction, so the teacher did not go to joint construction of the text.

It is asserted in chapter 1 and 9 of 'Using Functional Grammar' that, Genre-based approach gives insight to structural patterns of different genres which becomes the basis for the learners   to be able to produce form according to function and construct valued texts.

After I have gone through the audio-recording, it becomes clear how Genre-based approach could help the students and for this, the class time has to be extended. As for most non-native speakers it is very important for the teacher to explain the subject matter of the topic as she says in L35(appendix B) ' give some ideas on which they can base their writing on' . Through modeling of a text in written or oral form they know the structure, but they still need time to organize their ideas, sort out the points and to plan, how to start and finish the text. Through teacher's explicit instruction they get ideas of value-laden language as in L45 she says ' how one sentence can be more attractive than another one`.

Since most of the students had to sit for English Proficiency Test before entering this course, their needs were analyzed by curriculum planners . It provided the basis for setting goal and objectives as the teacher says in L 20 and L21 (Appendix B) ' at this level what most student need is to learn how they are going to use writing in professional life' . The teacher feels that the learners need to learn how to write for practical purpose : to write reports, letters specially job application. In L23 (appendix B) she says ' how to work with others on writing specially through joint construction classes. It reflects the views of Nunan and Lamb on joint-construction to develop sufficient oral and written skills to be useful at work , to establish and maintain social relationships through exchanging and shaping information, ideas, attitudes, feeling and plans.

The analysis of the content of the course prescribed text (clipped as appendix C) shows   the syllabus contains correcting mistakes, descriptive writing, writing a narrative, filling in a form, sending a fax, formal letters, beginning and ending formal letters and grammatical elements as sentence combination, words that join ideas. It is observed that , after the successful completion of this course because of the acquired generic knowledge , learners will be confident to step from the intermediate level into the advanced level, as seen in Feez's article . In the broad spectrum of the objectives of the curriculum, the teacher analyses the learners' need and tries to relate it to the immediate context where learners need to use the specific genre knowledge; as seen in the uptake chart collected from The students I researched on, ,mentioned in the uptake chart that the interesting words were 'curriculum vitae', 'proficiency' and they said "yes", they could use the idea of the information gathered from curriculum vitae to fill in a form or write other kinds of formal letter giving necessary information.

As the students of the foundation course would enter different discipline may be of science, arts or social science, while they are going to write reports or research paper in the future, they should keep in mind that genres vary particularly across disciplines. The learner should develop sufficient flexibility to use their acquired knowledge of genre-specific structural, grammatical and lexical feature according to the convention of a discipline, as depicted in Hewing's and Hewing's ' Disciplinary Variation in Academic Writing' . It is observed that the teacher intends to give emphasis on each learner's individual needs as the teacher does not demonstrate overall correction but as she says in L17 and L18 ' I usually call them one by one and I show their mistakes and tell them to avoid it.'   It reflects the views of Nunan's and Lamb's as depicted in' Managing the Learning Process'.

Apart from the syllabus in the prescribed text the interviewed teacher finds it is more important to read extensively. So the learners can get ideas, topics to write on and to have confidence. They can inculcate the ideas gathered from reading a lot with the taught genre-knowledge, which can give the learners ability to produce a text of rich texture, appropriate attractive sentences in the set structure which is most appropriate for its use ;. She sees the lack of ideas of the students and she says in L25 " the students today are poor readers". So it is observed that, the teacher lays emphasis on the habit of reading and knowing as Feez's suggests that context and idea building activities like Brainstorming, guided reading of relevant matters , pictures video, cross cultural comparison helps students with ideas and topics.

It is observed that the teacher felt that ,to make writing classes more effective for adult learners innovation is possible through a total change of attitudes towards language learning She suggests that the traditional teaching system of Grammar-Translation Method should be changed. The students should be encouraged to come out from the old method in which they acquired knowledge

and start thinking , communicating shaping their ideas in English ,instead of translating it from mother-tongue to English, which will enrich their vocabulary. It reflects the ideas of Nunan and Lamb in 'Managing The Learning Process' that learner should be interactor and giving as well as taking and the teacher showing them the structure to base their writing and be the need analyst, managing the process successful , adjusting his/her position in the high to low – structure continuum (Reader 3, p-53) according to different stages .

An Evaluation of My Work on the Project

The aim of my project was to see if genre-based approach to writing is useful, if the activities in writing classrooms maintain the teaching-learning cycle, the cycle of modeling , teacher-student joint construction and independent construction, if it really helps the students complete practical tasks and also if a different type of syllabus is required for developing students writing. As I went through my evidence, I found that the genre-based approach had been of great use to the student, as the teacher built the context. It was very helpful ,as she could input ideas which was not easy specially for many non-native speakers.

She also showed how to construct the text according to required generic lay out. The effectiveness of the method is assessed in the 'independent construction' of an application, where the learners successfully based their writing upon the model provided by the teacher, adhering to the taught structure . It is the means for the teacher to closely observe what students do in the class and how they do it. In the Genre-based method the teacher can scaffold the student, according to the individual needs of the student. The error and mistakes become clear as the teacher can feedback the learners' mistakes in their writing   . I also found out that ,the knowledge of personal information as in the curriculum vitae or resume will help learners complete practical tasks of filling in forms or writing an application for different kind of job. Through my project, I have found out that the current syllabus is not enough for EFL adult learners ;as they don't have enough idea to express, though they might know the Generic structure of different text. So along with the prescribed text, they should be encouraged to do relevant reading outside syllabus.

The Genre-based Approach has significance for designing a syllabus. Starting With simple structured genres, slowly students can be inducted into complex ones as they develop the skill and liking for genres. As the adult learners would be entering higher education or a career there should be innovation in the curriculum. Activities of structured and scaffolded tasks of report writing , taking field notes , excursions, taking interviews, introduction to different kinds of subject matter through video, movies, pictures, maps, diagrams to give ideas of different context should be included. If the learners are in the beginners level; the goal can be achievable, if it is realistic, measurable, short term . Activities like filling small texts with reasonable words will help to
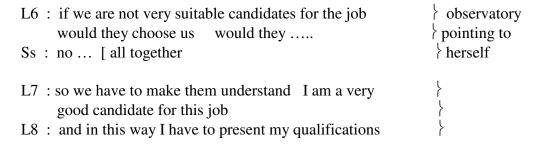
build up the vocabulary and to think and express in the target language .If the learners are given opportunities to look at other students' text type ,to compare choice of words it will be very helpful to develop the writing skills of Adult learners. The tasks in the text are formed in western context that are sometimes very different from the learners' own social situation. As achieving positive attitudes and feelings about the target language bring affective goals, so if genres that can be used in relevant cultural context are taught, goal is easily achievable . If the text, tasks they have to do have the cultural continuity , the learners might grasp it quickly. Because though English is not their mother tongue, texts related to the learners' culture will grow a sense of ownership and power in them.

I feel that even in the Genre-based approach, learners should be given some chance to take part in designing the syllabus because it sometimes become the momentum to continue learning specially in Adult learners' case a ' catalyst for learning.' (Foley 1991,p-69).

I would be satisfied if I could extend my work to see if teachers really appreciate students' participation during construction, if teachers work only as experts I would also like to see the performance of the students, when they are given text but no modeling by the teacher and when they will have total autonomy to write . I wish to see if only Genre-based text would be, as effective as Genre-based approach to develop Writing skills of Adult learners.

DETAILS OF VIDEO-RECORDING OF WRITING CLASS

L1 : Today we are going to do a job application.

L2 : Whenever we can see an ad. In the newspaper which tells us about a vacant position then.

L3 : if we are interested in the job we have to send them an application , this type of application is called a job application right.

L4 : so to write a job application we must first learn the format , right.

L5 : first we have to understand that when we are writing a job application , we have tell our employer that we are a very good candidate for the job , right.

L6 : if we are not very suitable candidates for the job ⎰ observatory
   would they choose us   would they ….. ⎱ pointing to
Ss : no … [all together ⎰ herself

L7 : so we have to make them understand   I am a very ⎰
   good candidate for this job ⎱
L8 : and in this way I have to present my qualifications ⎰

in such a way that the employer is going to think that   }
this is the person I am looking for .   }

L9 : So, first we have to look at what is the format of a job application

L10: please look at the board   first you write your address and   } observatory
the date . right   }turning to the
    } board

L11: so the address of the person who is the candidate who is   } pointing to
writing the letter should be on the top and then the date   } the board
this is the most modern system of writing a job application }

L12: just underneath it , just underneath it, you are to write the address….

L13: of the employer, right

L14: just underneath your own address you'll write the address   } observatory
of the employer, the person who is going to give you the job.   }
    }

L15: and underneath that , there is the address through which you }pointing to the
addressing him or saying to him what you want to tell him,   }writing on the board
right .   }

L16: so always remember to use 'Dear' . right .   }

L17: now remember one thing you can either write 'dear sir' or   }pointing …
 'dear madam' ,depending on whether it's a man or lady, right }looking at the
and if you're not sure about it then write what is written on the}students
top 'Dear Employer' , if you are not sure whether it is a man}
or woman , write ' Dear Employer'   }

L18: or if you are not sure what to call him   whether to call him   }pointing towards
Sir or not , in that case write Dear Mr. so and so, right   }the board

L19: but it is always better to write something which brings you   }
closer to the employer . when you are writing Dear Mr. …,   }looking at the
are you coming closer to the person   are you coming to the   }students
closer to that person   }

L20Ss: no   }   ,,

L21: you aren't   }   ,,

L22: So this is the on the closeness touch to the application   }pointing to the
    } board

L23: so, always try to write 'Dear Sir or Madam' or something   }looking at the
like that   }students

L24: after this in the first paragraph , you are to tell him how you   }
know that there is a vacant position in his office .   }   ,,
    }

L25: how do you know this , did you hear it from your friends,   }
did you see an ad. In the newspaper , did you see it on the
television, have you got it from computer . right
there might be computer advertisements too .

L26: so write down the source , how you have learnt that this   }   ,,

job is available , you can write in such a way   }

L27: I have been informed by one of my friend that there is a
       vacant position in your office, I am interested to submit
       my application for the candidature of this position , right

L28: Then go on to the next paragraph, when you go to the next
        paragraph ,then, you have to give him some reason to like
       you ,to choose you as the perfect candidate. Right

L29: suppose it's for a teaching position, right, suppose it's an ad
       for now if it's for a school teacher, now if it's for a
       school teacher whom will they choose, somebody who has
       good relationship with students , who can handle children
       properly, someone who knows how to make children learn
       something , somebody who can encourage children, right

L30: so in this way you must highlight your qualification , for |
       which reason they should choose you as a candidate, right |

L31: so suppose you can write , I am very good in handling |
       children , I have some experience of teaching children at |
       home, so I hope that will be able to fulfill all the requirements,|
       for this position , |

L32: so in the second paragraph | using finger

L33: Then we go to the next paragraph, the third paragraph; in the | signs
       old days we use to finish application in two paragraphs, but |
       now it is more important that you highlight each and every point| nonverbal
       so we make more paragraphs |

L34: so in third paragraph, you can tell them that you are interested }
       in the job, you're sending them your C.V., your photograph,   }
       because sometimes when you're posting something, then on   }
       the postal systems things are lost, even from the envelope,   }
       right   }

L35: so it is always important to staple everything together right,   } nonverbal
       and even then when you done that   }   direction

L36: and even then things can be lost, right. So if you mention in   }
       the application I am sending one copy C.V. right   }

L37: After you have put everything check again whether you've given
       everything as required by the advertisement, or by the company,
       and if you are not able to give any references, write that in the
       letter I will supply further any reference that may be required.

L38: Because sometimes they would like to know from other people
       about you. So in that case you have to give names of one to two
       people even three people who can say whether you're a good
       employee, you can work properly , whether you had good
       education

L39: but don't go to give reference if they don't want it. But give
       if they want it , in that case must give it .

L40: In the job application you've mentioned from where you've }

got information from the first paragraph,   ⎫
in the second paragraph you've mentioned why they should ⎬
give you the job and why not to someone else .   ⎬
In the last paragraph you've mentioned what are the things ⎬
that you've put in your application envelope, right   and ⎬
after you've finished it ..   … isn't there something else that ⎬
the employer would want to know about you   ⎬
there is ..   right   ⎬
L41: now can you write everything in the application , is it ⎬
possible ,   ⎭

L42S2:   No .   [all together]
L43: No it is not possible, what do you give them   ⎬seeking answer
                                                              from students
L44: a C.V.   ⎫
L45:S2: C.V.   ⎬
L46: a curriculum vitae or Bio-data.   ⎬preparing to
L47: so let us see how to write a C.V. , elaboration of C.V. is this ⎬ write on the
L48: right   ⎬ board
L49: And when you've put the headline then here are the things ⎬
necessary for your C.V.
first your employer would want to know your name, right   ⎬
and even in the job application when you are putting your   ⎬
signature if you're not writing your full name you must write ⎬ all the time
your name in a bracket and if you write your full name   ⎬ giving nonverbal
then it is not necessary, but it is always safer to supply with ⎬   clues
real name   right   ⎬
L50: In the C.V. also you give your name.   ⎬
L51: After writing your name you have to give your address ⎬ pointing showing
L52: But remember one thing , you may have only one address or ⎬
you may have two addresses ,   ⎬
in our country usually people have two addresses , one is   ⎬
your present address where they are right now, and another ⎬
one is their permanent address, where their village is, or ⎬
where they are sure to get the Letter , even if their addresses ⎬
are changed, right   ⎬
L53: So write if you have two addresses write one present   ⎬
address and permanent address and you have only one address,⎬
then only write address   right

_____
writing addresses on the board
L54: after that , give your phone number , it's always safer to give
more than one number , for this reason if you've more than one
number at home and then you've a mobile, right, or you have a
mobile which your father uses, right,   so in all these cases , it is
always safe after telephone number , put your mobile number.
L55: And many of you have computer at home , it is very common   }

now-a-days, and in that case most of you might have an e-mail } writing on
address, right, so in that case you can also give your e-mail   } the board
address, right

L56: And when you've given all these particulars about how to reach} turning to
you if they are interested in you they have to contact you   } the
how are to contact you   } student

L57: Then give them some personal information, on which they are
to judge you   right

L58: First give your Date of Birth, some people write their age, instead
of date of birth , but in that case you will not be able to use the same
format more than once, but in case you are writing your date of birth
you'll be able to use the same C.V. , even after a year , right.

L59: Of course we always have to keep updated our C.V. ,why, because
many things in our lives are changing all the time ,right, so for this
reason sometimes we so we have to update it , right

L60:S1: Yes, Madam .

L61 T: so in some cases we have to update it. But in some cases   }
if we are writing this we don't have to update it for a long time} towards the
so write your Date of Birth this the safest way .   right   } students

L62 T: So after you've done that give some information about your   }
family , it doesn't mean   brother and sister it only means   } writing on the
father and mother, right   } board

L63: When we are writing about our parents , first we have to write   } pointing to
The name of your father, then his occupation , what does he do   } the board

L64: Then write about your mother name and also about her occupation,

L65: even if she is a housewife or homemaker , right

L66: Because in that way they are going to know how or what sort of
Background you've got , how suitable you would be for the job.

L67: Suppose your father works in a bank and you are looking for a
job in the bank if you mention that it is going to be helpful to
you because your father has been in the bank he would be able to
give you some guidance how you can do the job more positively
and with better efficiency

L68: And when you're going to give the title of your mother and what
job she does , it in that case again will be helpful , suppose your
mother is a teacher, and you want to become a teacher as well, so
in that case if you write what your mother does they are going to
think alright, since her mother was a teacher , she has seen how her
mother teaches, and she is also going to turn out to be a good
teacher , right .

L69.S1: Yes, Madam .

L70: Right, so it is very important to write what your parents do, if it
possible for you to write .

L71: There are some other information that we can include in the C.V.

L72: Though in some cases they are not as important as these   } pointing to the
information, they will come below these .   } board

L73: Since there isn't enough space below this I will write it after }
      rubbing this.   }
      Can I rub it .   }
L74: Yes, Madam .   } rubs the board
L75: O.K.   }
L76: Then the first information that we can include not always
      necessary is 'Nationality' . Because suppose they want some
      body from Bangladesh , in a NGO , what is _the job , they
      want to see what is the problem of the rural women who live
      in villages what problems they face , how can they be solved.
L77: in that case a Bangladeshi woman would be more suitable for
      the job than somebody else , right.
L78: because she would understand_ the problems of Bangladesh better
      than somebody say from Arabia, or England, or America
      they will not understand the problems of Bangladesh as well as
      we would
L79: So Nationality is something important   }
      then we can write something about   } turning to the
L80: Religion , right, again these are not necessary things but you } board
      can include if you want , right .   }
L81: Now in case of religion it is very important , suppose it's a   }
      Missionary organization naturally they would want somebody   }
      who is Christian .   }
L82: Suppose it's an Islamic organization , naturally they would want}
      somebody who is a Muslim   }
L83: If it's a Buddhist foundation what would they do with you, right} looking at the
L84.T: So it may become important in some cases   } student
L85: Sometimes it is safe to give your sex   (explaining) , are you a }writing on the
      man or a woman ,   } board
L86: because suppose Farhad Khan , can you tell me whether it's   }
      man or woman,   }
L87: it may either be a man or it may be a woman , if you write it with}looking at the
      't' Farhat it a woman , if you write it with 'd' Farhad it's a } student
L87: man ,   right   }
L88: Suppose Tuhin Khan   can you tell me if it's a man or woman
L89: So if you have a name like that it is safer to mention what sex
      you are , because without it they may not know whether you're
      a man or a woman
L90: Then another important thing is to mention is marital status,
      are you are married or are you unmarried .
L91.S2: unmarried   [students confirm]
L92: Because , it is important to know for the job,
L93: Suppose you're an airhostess , and you have a baby; who is }
      going to look after the baby, can you go abroad at that time,} looking at the
      you can't .   } students
L94: so marital status is sometimes important for the job .   }

L95: So with this you come more or less to the end of the   }
      personal information section .   }
L96: Can I rub this   }
L97.S2: Yes .   }
L98: The next most important information is your educational   }
      qualifications   }
L99: What education have you got   } writing it
L100: right   } on the board
L101: When you are writing about your educational qualification
       First write what is degree
L102: What honour are you getting after completing that stage ,
       Right
L103: So the first information we need is a degree,
L104: next information is
L105.S2: Year .
L106: which year did you complete the degree .
L107: Next information is from which institution have you got the
       degree .
L108: The next information is what is your
L109.S2: result
L110: What is your result after completing the degree.
L111: Always remember you must mention your highest degree
       first , they might not be interested in your S.S.C. or H.S.C.
       results but a person is certainly going to be interested about
       what is the result in your M. Master degree and Honours
       degree. Right
L112: so first mention Master, then Honours, then H.S.C. and   }writing it on
       then S.S.C.   }the board
L113: Mention in which year you passed each of your degree,   }pointing to the
       mention from which institution you've completed ,   also   }   board
       mention your result in each case   }looking at the student
L114: And if you have any other qualifications ,   }
       can I rub this ?   }
L115.S2: Yes .   } rubbing the board
L116: In that case write your extra qualifications   }
L117: Extra qualifications mean, suppose, you have a diploma}
       in English or you have a diploma in computer or you have}
       diploma in law which is outside your original degrees   }
L118: Or you are a very good singer, or very good spokeswoman
       or a good writer, always mention it because a person knows
       that he will get more service, you are available more than
       one job , a person will be more interested about you, right, and
       if you're a sport woman you're going to be fit and healthy
       you are not going to be ill often, and will not be absent too
       many days in a year .
L119: And if you're a good cook they are going to get a treat,

right , so they are going to enjoy   very much
L120: So extra qualifications need to be mentioned
L121: We know that today we are staying in a world
L122: of globalization , so one stage of being <u>globalized</u> is
        knowing as many languages as it's possible
L123: We know that Bangla our mother tongue , we love it with
        all our hearts but it's also important that we know English,
        can we communicate with the rest of the world without this
        language .
L124: No.
L125: specially since we got computers and most computers are
        programmed for information
L126: In that case so go on write their names, their job titles and   }
        their addresses and also their phone numbers   }

L127: Because do you think your employer is going to go out and
        find out about you
L128: not so easy , right. He is a busy man.
L129: So write about their addresses in case they want to got to
        visit them personally and know about you , otherwise go and
L130: Write their phone numbers so that they will be able to just   } showing as if
        call up and say hello I want to find about this person , what do} talking on the
        you think about him or her , can I hire this person, right   } phone
L131: So for this reason references if you're giving it   give it in full   }
L132: So that it will be easy for that person to find about you
        e-mail or phone so that is all .
L133: We have already learned how to write an application for a job
        and we have also learned how to write a C.V. , now I am
         going to give an application that you have to write
L134: Rather I am going to give you an advertisement , you have to
        respond to the advertisement , first write an application
        telling your employer why he should give you the job, what are
        the qualities you have,
L135: And write a C.V. , telling the person, why you are the best person
        for the job .
L136: All right , a school in Panchlaish residential are needs a } Teacher writing
        teacher who is going to teach English to class two   } the advertisement
L137: You've to apply for this job , so you'll have to write an   }   on the board
         application including a C.V. and a photo,   }
         O.K. can you write
L138.S2: Yes, Madam .
L139.R: Madam, [in Bengali] what would be the subject
L140: Does any one have any question , no problem

[The students are doing the work.]

L141.A: Can we write the address .
L142: If the information is in the C.V. it's enough
L143: You <u>are</u> going to write , _ right
L144: If you can't finish in one page , don't go to the back page,
       go to a fresh page, right
L145.S2: Yes .

       [A student is trying to get ideas from others]

       [After they have completed the task one student want
         to read it aloud   ]
L146.N: Yeah .
L147: Yes from the beginning , first you've written your address
L148.N: Yes, Madam, then you have written your employer's
        address, then read out what you've written in the
        application
L149.N : Dear Sir
        I saw your advertisement for a teacher on today's Inqilab,
        I am very interested in the job, and I think I've many of the
        Necessary qualifications for the job, I am very amicable
L150.N: I can easily make friendship with other, I love children very
        much , and I think they love me too and also think my
        educational qualification is sufficient for this job. I studied
        B.B.A. and M.B.A. program in IIUC
        I include a copy of my bio data if you need any more
        information
L151.N: Please let me know , to know your opinion
L152.N: Thanking you, Yours Faithfully Nusrat Jahan
L153: Thank you, please sit down .
L154.N: Thank you .
L157: Can you also read out what you have written , only }   looking to Ayesha
        the application   }
L158.A: Dear Sir, I saw your advertisement for an English }
         Teacher on today's paper, I am very interested in }
         this job .   }
L159.A: I think I have information… necessary qualification}
         for this job
L160.A: I can make friendship with others very easily . I think
          children love me very much, and I also love them too.
L161.A: And I also think my educational qualification is
          sufficient for this job. I give my curriculum vitae with
          this application ,
L162.A: if you want any more information please let me know.
          I am waiting for your opinion.
L163: O.K. Thank You very much
L164: And now if you have all finished , you can bring your

sheets to me , can
you can give me your copies, I'll check them and return
it to you .

Please

(The students submit their work .
  The class ends .)

The Interview With the Teacher

i.l1 : Are the students interested in joint construction .
t.l2 : Mostly, yes, mostly they are but
 l3 : a.- a- sometimes they aren't
 l4 : Usually when it's a case of research and a- they have to
        think jointly, then they like working together, but if it's
        something like essay-writing then they like to work
        individually .
i.l5 : Are the students reluctant to practice writing in the class.
t.l6 : In some cases they are .
 l7 : It depends on the level of the students actually
 l8 : If a- the students are those who read a lot, and a- have a
        lot of ideas, and a- watch a lot of television, then they aren't.
 l9 : Because they know what materials they are going to have
         to use
 l10: But if poor student, they rely more on books
 l11: And I don't allow them use books in the class, so
 l12: They prefer to write at home
         And
i.l13: How are their mistakes corrected ?
t.l14: I usually point out every mistake, specifically
t.l15: on the sheets , which they give to me for checking but
 l16: I don't believe on just leaving them on the sheets when
         they are corrected
 l17: usually call the student one by one and I show their
         mistakes
 l18: And tell them to avoid it
i.l19: What do you think should be included in adult learner's
         writing class syllabus ?
 l20: At this level , what most student need is , a-
 l21: so most of the work needs to be done on – practical
         purposes
 l22: which will serve them when they go to work, such as how
         to write a report
 l23: how to work thing with others on writing something specially

through joint construction classes
l24: And how to write letters , job applications, other kinds of
applications, mostly official letters,
l25: but what I think is most important for these classes is that
the students today are poor readers,
l26: and unless you are a good reader, you lot a – know about
a lot of topics, you know about lot of things, you watch a lot
Television, you a- do a lot of work .
l27: (_____) you do not have enough ideas to base , you're
l27: writing upon
l28: So it is very important to cultivate in them a habit of reading,
of knowing , of learning .
l29: a – a- this is how you _____ in them ideas which they
are going to be able to use later on in their career
l30: they'll be able to write about these things, the time comes on
i.l31: Is the class duration enough ?
i.l32: Do you have any suggestion ?
l33: I think one hour classes are not enough for writing classes
specially because when a student is going to write about a topic
it is very important
l34: for the teacher to explain the
l35: a – a – topic and also give some ideas on which they can base
their writings
l36: It is also important to explain the diverse ways in which they
can exploit the given topic
l37: So after a teacher has given a lecture of about fifteen minutes
perhaps half an hour
l38: It is important that the students get enough time to think about
what they are going to write , sort out the points, sort out how
they are going begin their essay , how they are going to finish
it . and
l39: How they're going to bring out the given topic,
l40: in the process of their writing
l41: And it's also important to check some of the specimen at least
in the class
l42: To show them the grammatical mistakes which is very important
to avoid
l43: To give some specimens of how different persons write different
things about the same topic.
l44: It is also very important to let them understand how one
sentence can be constructed in many different ways
l45: How one sentence can be more attractive than another one
l46: which word points out exactly the feelings of the writer and
which don't point out that well .
l47: How one word can substitute another one ,
l48: And it is very important to show how through the use of

       language one writer can write a better composition than another
       one , though the topic may be the same

l49: And to make successful wring classes

l50: The co-operation between the teacher and the student is
       important, but

l51: it is more important for the teacher to able to make the students
       read , give the students ideas, on which they can write

l52: And basically to make them think

l53: think about how they are going to complete it,

l53: What they are going to include in the body, and what they're
       going to exclude from the body.

i.l54: How can we make the writing classes more effective for
       the adult learners ?

l55: English as a language in our country is taught in the Grammar-
       -Translation method

l56: And I think it is a faulty

l57: system of teaching language to the students because

l58: A student must know the language it's not just enough to know
       the grammatical system to know how to translate a language,
       because

l59: Every language has its own system and this is why more
       important for the students to know the language itself rather
       than to know how to translate from one language to another
       because the systems of Bangla and English are not the same

l60: So they cannot translate everything <u>literally</u> and it's not going
       to give the correct meaning .

l61: This is why it is important to teach the adult learners come out
       of what they have learnt before and come into a new system.

l62: It's not easy , because habits are hard to change

l63: but it's not impossible . I've tried it in my class and I have
       high percentage of success in the system .

l64: And I think by using this more in , by developing their
       vocabulary ,

l65: by making them think in English rather than translate something
       they've got in Bangla into English .

l66: And by making them find out how to express themselves in this
       language , we can make adult learners writing class more effective.

i.l67: Thank You very much indeed , for your nice co-operation.

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