Abstract

The present study is an attempt to examine the effectiveness of corpus-based genre approach to teach academic writing. Academic writing is a challenging task for L2 learners as it is not explicitly taught as part of academics. The major focus writing at the higher levels of education is concerned with the processes learners take to write a text and not on genre conventions and language patterns that determine the quality of writing. Hence, learners are basically tested on the basis of the final product which they have never been taught. Keeping this problem in view, this study aims to put both micro and macro level aspects related fields together, that is the theories of corpus and genre analysis, to help learners improve their writing. Thus, chapter one establishes the hypothesis and need for the study by presenting the problems faced by learners to cope with academic writing; and discusses how research in the field of corpus and genre helped the academic writing field develop.

The aim of the second chapter is to present a theoretical justification for using genre and corpus together to teach academic writing. Firstly, It summaries genre theories, corpus theories, academic writing and discourse features which play major role in writing and then establishes the link between all of them. Secondly, it reviews the literature available in respective fields to indicate how these fields can be combined for successful L2 writing instruction.

Chapter three presents a detailed account of the tools being developed and used for the study. It elaborates on the design of tools, their description, purpose of the tools and their need for the study. Besides genre and corpus materials used for intervention, two checklists – corpus checklist and genre checklist were used to document learner responses to the new approach to teaching writing. The tools and writing materials designed for the intervention period are analyzed to seek answers to a few questions such as: How far combination of corpus and genre is useful in developing materials for EAP?, what aspects of learners’ writing can be improved using corpus-based genre framework designed for the study?, and how do learners respond to genre and corpus intervention?
Chapter four presents data analysis and the interpretation of the results of data collected from the tools. Data collected from writing scripts are analyzed qualitatively in which moves analysis, word and text level changes made by learners during intervention are highlighted, analyzed and elaborated. To further support learners understanding of genre and corpus use to improve writing, data obtained from checklists is analyzed quantitatively.

The final chapter looks into the major findings of the study and their implication for learners, teachers and material producers. The chapter concludes the whole study by illustrating a set of recommendation for further research.