

**Teaching Discussion Genre Text Using a Genre-based approach and Teaching-learning  
Cycle**

*Benjamin Sanchez Murillo*

Temple University  
Japan Campus  
Tokyo Center

TESL 5613 Multilingual Students' Literacy Development

Dr. David Beglar

December 5, 2021

## **Teaching Discussion Genre Text Using a Genre-based approach and Teaching-learning Cycle**

### **Introduction**

Systematic-Functional Linguistics (SFL) is an approach in linguistics that can analyze language as a meaning-making resource instead of looking at language in a context of fixed rules and structures (Halliday & Matthiessen, 1999, as cited in Yasuda, 2011). Developing language is associated with expanding three key features (i.e., field, mode, tenor) from social context known as register (Ferris & Hedgcock, 2014). According to Ferris and Hedgcock, 2014, the field refers to “the social activity taking place,” mode refers to “the communication channel,” and tenor to “the relationships among participants” (p. 78). Yasuda (2011) stated that the concepts of SFL viewed language as functional and a way to produce meaning. (Halliday & Matthiessen, 1999, as cited in Yasuda, 2011).

Nagao (2019) defined genre from different perspectives. She posited four explanations as to what genre constitutes under SFL. One view was the representation of systems of social processes encompassing a culture. The other view that Nagao (2019) presented about genre was the view seen in English for Specific Purposes (ESP), a view that Swales (1990) categorized as a set of communicative events with a communicative purpose. Nagao (2019) also viewed genre as serving a goal-oriented and social activity purpose. Grabe and Stoller (2020) exemplified genre as of how a text is organized to reflect its functional purposes. Some examples of genres that serve a communicative purpose are academic journal articles, academic assignments, lesson plans, poems.

### **Genre-based Approach and SFL**

An approach that researchers (Yasuda, 2011; Nagao, 2018; Nagao, 2019; Shi, 2015) have found helpful to teach genre with an SFL approach has been with the use of a genre-based approach (GBA). However, Nagao (2019) is the study that incorporated and found the teaching-learning cycle (TLC) beneficial in learners’ improving their writing abilities. Nagao (2019) suggested that those benefits emanated from summarizing texts in the narrative and academic genres. In essence, the TLC involves five stages (i.e., setting of the context, modeling, joint construction, independent construction, and comparison), and the benefits of using these stages are because of learners’ summarization abilities in different genres (e.g., narrative, argumentation, discussion, explanation, description).

Another of the benefits Nagao (2019) highlighted was the inherent scaffolding strategy existing within TLC when combined with a GBA. In a study comprising 27 university students, Nagao (2019) divided students between groups of lower English proficiency and higher English proficiency. She combined the GBA with TLC to observe

the learners' awareness of three different genres (i.e., exposition [hortatory] genre text, exposition [analytical] genre text, and discussion genre text) and to understand how learners understand words that have interpersonal meanings, and how they used modal auxiliaries in writing a discussion genre essay.

However, Nagao (2019) found that both groups of learners were more noticeable among lower proficiency learners. Their understanding of interpersonal meaning, such as modal verbs and modal auxiliaries' usage, improved. Nagao (2019) identified three stages of TLC that have benefited learners to gain genre awareness and improvements in the writing quality of writing essays: modeling and deconstruction, joint construction, and independent construction of text.

### **Student Participants**

The implementation of Nagao's (2019) study of these two concepts (i.e., GBA and TLC) inspired me to replicate it to a writing course of a group of university students in Central Japan. The writing course aims for the 30 students to experience learning the discussion text genre using GBA with TLC. These students are enrolled in the English for Academic Purposes (EAP) 16-week course. Each class session meets on Mondays, Wednesdays, and Fridays for 80 minutes per class session. The program aims to have students score above 460 on the required TOEFL ITP (Institutional Testing Program). The syllabus for the class is well intended to meet the goals and objectives of the students. However, the school administration is concerned about students' past performances in their English proficiency exams and has requested that the writing course be improved and have also asked that these changes are only reflected for the first eight weeks of the course, to leave the remaining of the eight weeks of the program to focus exclusively on TOEFL preparation classes.

Upon closer inspection of their writing and reading program, I observed that their reading program consisted of only intensive reading activities. This observation led me to inspect the writing program further. Although I considered the subjects covered to sufficiently meet the writing requirements for the course, I felt that more could be done to enhance the students' awareness of how the discussion genre is constructed. Therefore, I defined that the goal of the writing project would be for students to focus their learning on developing awareness of the discussion genre, and the objective of the writing program for students to become proficient in the modeling and deconstruction, joint construction, and independent construction of text (see Table 1). In this paper, I describe the pedagogical tasks in the writing course.

**Table 1.**

*Summary of Goal, Objectives, and Pedagogical Tasks*

Goal	Objectives	Pedagogical Tasks
Students will expand Discussion genre awareness.	Students will produce discussion genre text using three stages of TLC: modeling and deconstruction, joint construction, and independent construction of text.	See Appendix A for an overview of the 15 tasks

### **Modeling and Deconstruction**

Shi (2015) identified the modeling stage of TLC as beneficial for students to learn about the generic structure of genre. She identified the purpose of modeling as an approach that learners can adapt when responding to writings of the same genre. In other words, in the modeling stage, students need ample input opportunities to be exposed to the target genre (Nagao, 2019). According to Nagao (2019), these exposure opportunities permit learners to experience how the genre text is organized and how language features are conveyed.

Shi (2015) suggested using a sample text about Online Shopping to model the discussion genre to students (see Appendix B). She mentioned that the purpose of such activity was to explore the social context of the text. The 255-word essay discussed the reasons for printed advertisements and five questions that explored the social contexts at the end of the paper. The questions were: “what is the purpose of the article,” “who may write the article,” “who was it written for,” “who would possibly read a discussion,” and “when do you think, you may need to write or read a discussion?”

This activity is ideal to expose students to the purpose of the discussion essay. The teacher will first project the article on the board so that everyone can see it, and each student will have their copy without answers to the questions, while the teacher will have a document with suggested solutions. After the teacher reads the article aloud, students will go into pairs and discuss the questions above. After students finish talking about and writing their questions, the teacher will ask groups to answer their questions. The teacher will also ask students to locate the source in the essay that led them to the answer. After all, groups had a chance to participate and share their response. The teacher will share the suggested answers to either confirm their solutions or hear different answers.

Nagao (2019) used some of her tasks and activities from *The Discussion Genre*, published by the NSW Department of School Education (NSW, 1989). In the book, the NSW (1989) identified the modeling stage to be time-consuming at first. However, the length of time is justified as fundamental to the “development of the students’

understanding of genre” (p. 11). Some of the challenges that the NSW has linked to the time-consuming efforts of the modeling stage is that students and teachers alike often find the language features and grammar challenging to understand. The NSW suggested that students and teachers devote time to studying these language features and grammar to facilitate the independent construction of the text and facilitate students’ written product assessment.

In their book, the NSW (1989) recommended familiarizing students with examples of discussion genres that might be found in print media (e.g., editorials, letters to the editor, newspaper articles, exam papers, school textbooks). The NSW (1989) suggested leveraging print media with various modeling methods of the discussion genre.

One activity the NSW (1989) suggested showing the text organization of the discussion genre is to explain the functions of the different schematic stages of the discussion genre. The NSW (1989) identified the division of the discussion genre into paragraphs unified by a central or controlling idea, with each sentence in each paragraph performing a range of functions. The schematic stages that the NSW (1989) identified were: issue, arguments for, arguments against, and recommendation.

Another method the NSW (1989) implemented was using a schematic structure. The purpose of a schematic structure is to show students the stages a genre moves to achieve its social purpose. These moves can be visually represented by identifying the issue, arguments for, arguments against, and recommendations of a discussion text. These moves can be further analyzed by uncovering the construction of each move more closely. One can, for example, highlight to the learner where the statement of the issue is located, the points for and against, the elaborations for these points, and finally, by showing a summary.

In this course, the students will be exposed to the different moves of the discussion genre by showing a schematic structure of a sample discussion text (see Appendix C). This activity will be shown to students after they have already experienced the social context of a discussion text. The sample text will be projected on a screen and read aloud by the teacher. Students will have a copy of the exact text for those with eyesight problems.

After reading the sample text, the instructor will begin by identifying the main issue of the sample text, as that is the part of the text that will give the rest of the paragraph its direction. In this example, the issue statement is presented by a question, “Should we have printed advertisements?” The teacher will then ask students to identify the sentences that describe the different positions in the argument. This might be difficult for them at first, so teachers will scaffold this activity by showing the answers after most students have given a response. The advantage of this

activity is that it uses text organization and the schematic structure of discussion text, which makes it easy for students to visualize.

A topic that must also be included when modeling the discussion genre is the appropriate use of language features (Nagao, 2019). Nagao (2019) suggested that students view grammar and vocabulary as related to the meaning of genre instead of being seen as separate functions. NSW (1989) stated teachers should consider their students' current language development when deciding the level of grammar to be taught. In their book, NSW (1989) suggested various language features to teach (e.g., doing, meaning, verbal processes, modality, textual meaning, conjunctions). However, following NSW's (1989) suggestions of considering students' current language development, this course focuses on the verb tense and conjunction features of discussion genre development.

This course's focus on verb tense relied on Shi's (2015) recommendations. In her study, Shi (2015) suggested using a deconstruction language features activity to identify the simple present tense in a discussion text. This modeling technique is intended to show students how verb tenses are used to achieve a social purpose in a discussion genre. This exercise consisted of the exact 255-word discussion text as previously mentioned in this paper. However, in this case, the purpose of the activity is to identify the simple present tense verbs appearing in the text. In this activity, the teacher will show the text to the group with the simple present tense verbs already highlighted in the first paragraph (see Appendix D). This identification can serve as guidance for those students not familiar with simple present tense verbs.

After the teacher discusses with students the sample verbs, students will go into pairs and identify the remaining simple present tense verbs throughout the text. The teacher will then ask students to report their findings to the class so that everyone has an opportunity to hear the possible answers. After everyone has had a chance to share their answers with the class, the teacher will identify all the simple present verbs to compare answers to ask questions. After discussing the simple present tense, the class discussion will discuss logical conjunction use. As in the simple present use exercise, students will use the same text, but students will identify conjunctions (see Appendix E).

Shi (2015) also recommended using a puzzle activity to complement the modeling stage of discussion genre awareness. This activity consisted of presenting a discussion essay with 11 sentences in nonsequential order. The activity had an introductory paragraph of a discussion genre essay, and the purpose of the activity was to put the

sentences back into proper order. Additionally, the exercise prompted the students to divide the article into appropriate paragraphs. This activity will be completed as a group exercise (see Appendix F).

After investing some time in building students' modeling and deconstructing simple genre discussion activities, it is appropriate to focus on more involved activities that will scaffold future joint construction of text and independent construction of text activities. Therefore, going forward, the modeling activities in this course (see Appendix G) will consist of analyzing the Online Shopping task previously presented with more detailed questions. The 23 questions for this activity are adapted from Shi (2015).

The questions are divided into seven categories that discuss the overview of the text (i.e., four questions), discuss the contents of paragraphs and topic sentences (i.e., six questions), discuss and conclude the structure of the discussion genre (i.e., four questions), discuss important issues in discussion genre (i.e., five questions), and four discussion questions and activities that discuss the use of simple present tense, logical conjunctions, and brainstorming activities.

Students should write the 23 questions as a group activity. However, before getting into groups, students should take the time to briefly read the questions and briefly write brief answers that will aid them in the group discussions. The last four discussion questions should be discussed and compared among peers, and they do not need to be written down. However, the brainstorming exercise should be done as a group exercise. Students should elaborate on the answers to the questions and submit their work to the teacher as a group. The teacher will use the answers to modify the remaining of the program depending on the depth of students' answers.

### **Joint Construction of Text**

As previously mentioned, NSW (1998) suggested investing time and effort in developing the modeling and deconstruction stages. Students would have ample opportunities to receive modeling input examples and transition to the second stage of the teaching-learning cycle (TLC), the joint construction of the text, which will be a comparable shorter stage.

In the joint construction of text stage, students will be required to create a new essay topic, this time on Online Entertainment (see Appendix H). In part A of this activity, students will be given 30 minutes to write a 120-word essay following the teacher's outline. The outline will consist of three introductory sentences to help the students create their sentences. The three preceding sentences are: "online entertainment has become popular," "online entertainment has many merits and disadvantages," "my suggestions." Part B of this activity will contain

two reflection questions. One of the questions asks, “please summarize the features that provided new information and knowledge through this genre analyses of a peer’s discussion essay,” and “please summarize the result of the genre analysis. Discuss why the results were different from yours”.

Students should form groups and use a notetaking form provided by the teacher to outline their work before producing the essay. The notetaking form consists of space to indicate the statement of the issue, arguments for, arguments against, and space to elaborate on the arguments. After completing the essay, students can turn them in for evaluation. Shi (2015) stated that “explicit knowledge and instruction with appropriate assistance and opportunities for discussion are important pedagogical tools” (p. 101). Therefore, the activities in this lesson fall in line with her recommendations.

### **Independent Construction of Text**

In the final stage of independent construction of the text, students will have to independently produce their essay using the previously gained skills. The topic of this essay will be Recreational Activities (see Appendix I). The handout the students will receive will instruct students to take 30 minutes to write the essay using 120 words and an outline provided by the teacher. The outline will contain three leading sentences in a similar format as presented in a prior activity. More specifically, the sentences will be as follows: “There are various recreational activities,” “recreational activities may bring people benefits and they also may be harmful,” “provide your opinions from the perspective of a university student.”

This activity will include a supplementary “hint sheet” adapted from Shi (2015) that will serve as support as they write (see Appendix J). The hint sheet contains recommendations on how to start an essay. The proposals include examples of “ways to open the introductory paragraph,” “ways to introduce another viewpoint,” “ways to sum up,” “ways to introduce recommendations,” and “ways to write about the significance of something.” The sheet will also help students identify the most frequently used conjunctions. Twelve examples of temporal conjunctions, 16 samples of causal-conditional conjunctions, eight comparative conjunctions, eight additional conjunctions, and eight conjunctions exemplify and show results.

### **Essay Evaluations**

The rating approach used in evaluating the essay consists of holistic scoring. According to Ferris and Hedgcock (2014), holistic scoring rubrics rate or rank “writing proficiency as reflected in a given sample.” (p. 204).



The advantage of this type of rubric is that instructors can respond to the essays (Ferris & Hedgcock, 2014). The rubric for this project will be adopted from Utica University (n.d.). (See Appendix K).

### **Conclusions**

Overall, this writing course combined a genre-based approach (GBA) with a teaching-learning cycle (TLC) to teach awareness and production of a discussion genre essay. The writing course consists of 15 tasks to be administered for the first eight weeks of the English for Academic Purposes (EAP) program. The first four weeks will be used to introduce the modeling and deconstruction stage of a discussion genre text, and tasks will include work to explore the social context of generic discussion text, generic deconstruction structure, deconstructing language features (i.e., simple present tense and logical conjunctions).

The last four weeks will revisit the modeling and deconstruction, focusing on puzzle exercises and analyzing a discussion genre text using 23 questions. The writing course will then transition to joint construction of text, where students will have an opportunity to produce a discussion genre essay using a provided outline and notetaking sheet. Finally, the course will culminate with the independent construction of an essay using the target genre. Students will be provided with a “hint sheet” that gives examples of introducing a topic, summarizing, and a list of the most frequently used conjunctions.

All the material produced will be collected and reviewed to monitor students’ comprehension of the materials. The instructor will change the program depending on the students’ weekly performance. The essays produced throughout the course will be graded using a holistic scoring rubric.

### References

- Ferris, D. R., & Hedgcock, J. (2014). *Teaching L2 composition: Purpose, process, and practice* (3rd ed.). New York, NY: Routledge.
- Grabe, W., & Stoller, F. L. (2020). *Teaching and researching reading*. (3rd ed.). New York, Ny: Routledge.
- Nagao, A. (2018). A genre-based approach to writing instruction in EFL classroom contexts. *English Language Teaching, 11*(5), 130–147. <http://doi.org/10.5539/elt.v11n5p130>
- Nagao, A. (2019). The SFL genre-based approach to writing in EFL contexts. *Asian-Pacific Journal of Second and Foreign Language Education, 4*(6), 1–18. <https://doi.org/10.1186/s40862-019-0069-3>
- NSW Department of School Education. (1989). *The discussion genre: Language and social power*. Disadvantaged schools' program. Sydney: Metropolitan East region, NSW Department of Education.  
[https://educationsemiotics.files.wordpress.com/2012/11/tfw\\_discussion\\_language\\_social\\_power.pdf](https://educationsemiotics.files.wordpress.com/2012/11/tfw_discussion_language_social_power.pdf)
- Shi, L. S. (2015). Chinese EFL teachers' cognition about the potential of SFL genre-based pedagogy for teaching College English writing: A case study at a university in China [Doctoral dissertation, University of Wollongong]. <https://ro.uow.edu.au/theses/4722/>
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Utica University (n.d.). Sample Discussion Rubrics.  
<https://www.utica.edu/academic/Assessment/new/rubrics%20for%20discussion.pdf>
- Yasuda, S. (2011). Genre-based task in foreign language writing: Developing writers' genre awareness, linguistic knowledge, and writing competence. *Journal of Second Language Writing, 20*, 111–131  
<https://doi.org/10.1016/j.jslw.2011.03.001>

### Appendix A

#### Summary of 8-week course on Discussion Genre

Week	Contents
1	Introduction to discussion genre
2	Explore social context of generic discussion text (see Appendix B) Display generic text on board for everyone to see. Task 1: Read aloud and answer discuss 5 questions
3	Deconstructing generic structure (see Appendix C) Display Schematic Structure of Discussion text Tasks 2: Discuss genre moves
4	Deconstruct language features (see Appendix D & E) Tasks 3: Discussions of Simple Present Tense Use Tasks 4: Discussion of Logical Conjunctions Use
5	Stage 1: Modeling and deconstruction (see Appendix F) Tasks 5: Puzzle Exercise: Organize Online Shopping essay
6	Stage 1: Modeling and deconstruction (see Appendix G) Tasks 6-13: Read Online Shopping essay sample and answer questions
7	Stage 2: Joint Construction of Text (see Appendix H) Task 14: Construct Online Shipping essay as a group using provided outline and notetaking sheet
8	Stage 3: Independent Construction of Text (see Appendix I & J) Task 15: Construct Recreational Activities discussion essay using provided "Hint Sheet" (e.g., how to introduce topic, how to sum up, most frequently used conjunctions)

## Appendix B

### Exploring the Social Context of a Discussion Text

Adapted from Shi (2015)

#### Task 1

There are many reasons for both sides of the question, “Should we have printed advertisements?” Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel they are an important source of information.

There are some reasons why we should have advertisements in newspapers and magazines. One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping. Another reason is that advertisement promote business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

On the other hand, some people argue ads should not be put in newspapers and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people don’t like finding junk mail in their letter boxes. People may also find the ads not very interesting. Ads also influence people to buy items they don’t need and can’t really afford. Ads use up a lot of space and a lot of effort has to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I don’t think I find some of them interesting.

In summary, although ads provide people with information, they cost a lot of money to print. Therefore, I think we should not have printed advertisements.

#### QUESTIONS

1. What is the purpose of the article?  
A: To discuss whether we should have printed advertisements
2. Who may write this article?  
A: Journalists, normal people, university students, businesspeople, etc.
3. Who is it written for?  
A: normal people, teachers, businesspeople, ads companies, etc.
4. Who would possibly read a Discussion?  
A: normal people, students, teachers, councils, etc.
5. When do you think, you may need to write or read a Discussion?  
A: essay writing, tests, etc.

### Appendix C

#### Schematic Structure of Discussion Text

Structure based on NSW Department of School Education (1989)

#### Task 2

ISSUE	STATEMENT OF ISSUE	There are many reasons for both sides of the question, "Should we have printed advertisements?"
	PREVIEW	Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel they are an important source of information.
ARGUMENTS FOR	POINT FOR	Here are some reasons why we should have advertisements in newspapers and magazines. <b>One reason is ads give us information about what is available.</b>
	ELABORATION	Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping.
	POINT FOR	<b>Another reason is that advertisement promote business.</b>
	ELABORATION	When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.
ARGUMENTS AGAINST		On the other hand, some people argue ads should not be put in newspapers and magazines for these various reasons.
	POINTS AGAINST	<b>Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people don't like finding junk mail in their letter boxes. People may also find the ads not very interesting. Ads also influence people to buy items they don't need and can't really afford. Ads use up a lot of space and a lot of effort has to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I don't think I find some of them interesting.</b>
RECOMMENDATION	SUMMARY	In summary, although ads provide people with information, they cost a lot of money to print.
	CONCLUSION	<b>Therefore I think we should not have printed advertisements.</b>

## Appendix D

### Deconstructing Language Features

#### Simple Present Tense Use

Adapted from Shi (2015)

#### Task 3

**Instructions:** Identify simple present tense verbs to show students how verb tenses are used to achieve a social purpose in a Discussion genre

**Purpose:** To explore the function of simple present tense

There **are** many reasons for both sides of the question, “Should we have printed advertisements?” Many people **have** strong views and **feel** that ads **are** nothing more than useless junk mail, while other people **feel** they **are** an important source of information.

There are some reasons why we should have advertisements in newspapers and magazines. One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping. Another reason is that advertisement promote business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

On the other hand, some people argue ads should not be put in newspapers and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people don't like finding junk mail in their letter boxes. People may also find the ads not very interesting. Ads also influence people to buy items they don't need and can't really afford. Ads use up a lot of space and a lot of effort has to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I don't think I find some of them interesting.

In summary, although ads provide people with information, they cost a lot of money to print. Therefore, I think we should not have printed advertisements.

## Appendix E

### Deconstructing Language Features

#### Logical Conjunctions Use

Adapted from Shi (2015)

#### Task 4

**Instructions:** Identify logical conjunction use to show students how they are used to achieve a social purpose in a Discussion genre.

**Purpose:** To explore the function of logical conjunctions

There are many reasons for both sides of the question, “Should we have printed advertisements?” Many people have strong views **and** feel that ads are nothing more than useless junk mail, **while** other people feel they are an important source of information.

There are some reasons why we should have advertisements in newspapers and magazines. One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping. Another reason is that advertisement promote business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

On the other hand, some people argue ads should not be put in newspapers and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people don’t like finding junk mail in their letter boxes. People may also find the ads not very interesting. Ads also influence people to buy items they don’t need and can’t really afford. Ads use up a lot of space and a lot of effort has to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I don’t think I find some of them interesting.

In summary, although ads provide people with information, they cost a lot of money to print. Therefore, I think we should not have printed advertisements.

**Appendix F**

Handout for Students

Adapted from Shi (2015)

Stage 1: Modelling Stage

Online Shopping (Task 5)

1. Put the following sentences into proper order to finish the article.
2. Try to divide the article into proper paragraphs.

With the Internet becoming an increasingly closer friend to our daily life, online shopping is prevalent and pervasive among college students, white collars, and housewives. In the past, shopping could be an exhausting and time-consuming task for numerous people...

L. I suggest that we be more cautious when we shop online. This can be achieved by more careful comparison, selection of higher-rated seller on the e-mall, and consultation with our more experienced friends.

M. On the other, when we fill in our personal information and the credit card number online, these privacy are at risk of being leaked and resold to more people, which would bring about some undesired and unexpected consequences.

N. On the one hand, since it is impossible for us to see and check the goods online, some immoral sellers may send us unsound and fake ones, resulting in bigger loss of our money and mood.

O. To conclude, every new-born phenomenon can be a double-bladed sword.

P. Moreover, when shopping on the e-mall, we are exposed to more options at the same time. This advantage enables us to select our desired product in a better price and quality.

Q. However, it also gives rise to a serious of problems annoying and upsetting us.

R. Further, shopping online is a more eco-friendly way of living because it tremendously reduces our use of traffic, plastic bags, and money, directly or indirectly contributing to the protection and preservation of the environment.

S. First of all, online shopping, to a large extent, helps us to save our valuable time, which can be invested into our work, leisure, and study.

T. Apparently, online shopping has become one of the most fashionable and trendy life styles for modern people.

U. There are a series of merits for this kind of shopping.

V. However, now we can pick our desired items, compare the prices, and enjoy the service, with a cup of coffee on the table, by several clicks.



## Appendix G

### Online Shopping (Task 2) Adapted from Shi (2015) Task 6

With the Internet becoming an increasingly closer friend to our daily life, online shopping is prevalent and pervasive among college students, white collars, and housewives. In the past, shopping could be an exhausting and time-consuming task for numerous people. However, now we can pick our desired items, compare the prices, and enjoy the service, with a cup of coffee on the table, by several clicks. Apparently, online shopping has become one of the most fashionable and trendy lifestyles for modern people.

There are a series of merits for this kind of shopping. First of all, online shopping, to a large extent, helps us to save our valuable time, which can be invested into our work, leisure, and study. Moreover, when shopping on the e-mall, we are exposed to more options at the same time. This advantage enables us to select our desired product in a better price and quality. Further, shopping online is an eco-friendlier way of living because it tremendously reduces our use of traffic, plastic bags, and money, directly or indirectly contributing to the protection and preservation of the environment.

However, it also gives rise to a series of problems annoying and upsetting us. On the one hand, since it is impossible for us to see and check the goods online, some immoral sellers may send us unsound and fake ones, resulting in bigger loss of our money and mood. On the other hand, when we fill in our personal information and the credit card number online, these privacies are at risk of being leaked and resold to more people, which would bring about some undesired and unexpected consequences.

To conclude, every new-born phenomenon can be a double-bladed sword. I suggest that we be more cautious when we shop online. This can be achieved by more careful comparison, selection of higher-rated seller on the e-mall, and consultation with our more experienced friends.

Task 7: Read and answer the following questions.

1. What is the purpose of the article?
2. Who may write the article?
3. Who is it written for?
4. When do you think you may need to write or read a Discussion?

Task 8: Read the article and answer the following questions.

1. How does the writer state the issue?
2. How is the discussion divided up on the page? Why?
3. What does each paragraph tell us?
4. What is the topic sentence of 'the arguments for' and what are the points?
5. What is the topic sentence of 'the arguments against' and what are the points?
6. What are the recommendations?

Task 9: Discuss and conclude the structure of the Discussion genre.

1. In Discussions, how does the 1st paragraph start with?
2. What does the 2nd paragraph contain?
3. What does the 3rd paragraph contain?
4. What does the final paragraph contain?

Task 10: Answer each question regarding important issues in Discussion genre.

1. How to open/start the introducing paragraph in a Discussion Genre?
2. How to introduce another viewpoint (e.g. What kind of conjunctions can be applied)?
3. How to summarize the viewpoints from two different sides before you present your recommendation?
4. How to introduce your recommendation?
5. How to write about the significance of something?

Task 11: Find out the use of simple present tense in the article and then compare with peers.

Task 12: Find out the use of Logical Conjunctions in the article and then compare with peers.

Task 13:

1. Discuss the functions of different types of conjunctions in the article with peers and the teacher.
2. Brainstorm more conjunctions in each type of conjunction.

**Appendix H**

Adapted from Shi (2015)

Stage 2: Joint Construction of Text (Task 14)

A) Directions: For this part, you are allowed 30 minutes to write a short essay on the topic of Online Entertainment. You should write at least 120 words following the outline given below:

1. Online entertainment has become a popular
2. Online entertainment has many merits and disadvantages
3. My suggestions

The following system can be used for notetaking in this stage

Statement of issue _____
<b>Arguments for:</b>
1. _____
Elaboration _____
2. _____
Elaboration _____
<b>Arguments against:</b>
1. _____
Elaboration _____
2. _____
Elaboration _____

B) Qualitative Reflection Questions

Q1: Please summarize the features that provided new information and knowledge through this genre analysis of a peer's discussion essay

Q2: Please summarize the result of the genre analysis. Discuss why the results were different from yours.

**Appendix I**

Adapted from Shi (2015)

Stage 3 Independent Construction of Text (Task 15)

Directions: For this part, you are allowed 30 minutes to write a short essay on the topic of Recreational Activities. You should write at least 120 words following the outline given below:

1. There are various recreational activities.
2. Recreational activities may bring people benefits and they also may be harmful.
3. Provide your opinions from the perspective of a university student.

**Appendix J**

Adapted from Shi (2015)

## Hint Sheet for Stage 3 Independent Construction of Text

Ways to open the introductory paragraph	Ways to introduce another viewpoint
<p>The current debate regarding...</p> <p>There are both advantages and disadvantages in...</p> <p>Before deciding whether...</p> <p>There are many reasons for both sides of the issue about why...</p> <p>In discussing whether or not...</p> <p>It is often argued that...</p>	<p>although</p> <p>on the other hand</p> <p>even though</p> <p>on the opposite side</p> <p>however</p> <p>on the other side</p> <p>in contrast to</p> <p>this differs from</p> <p>To argue...is insufficient (not enough), ...it is necessary to consider...</p> <p>What needs to be noted is that...</p> <p>More importantly (significantly) however, ...</p> <p>More to the points is the fact that...</p>
Ways to sum up	Ways to introduce recommendations
<p>There are many reasons...</p> <p>I recommend...</p> <p>I propose...</p> <p>Consequently it seems better to...</p> <p>It would seem that...</p> <p>Thus, in summary...</p>	<p>My point of view is...</p> <p>After looking at both sides...</p> <p>Therefore, after examining all the arguments...</p> <p>It would appear reasonable to conclude then...</p> <p>My opinion is...</p> <p>My recommendation after looking at both sides...</p> <p>Although there are –many benefits</p> <p>–problems</p> <p>–a number of reasons, I think...</p>

Ways to write about the significance of something

indicates	reveals	shows
shows evidence of	means	expresses
reflects	discloses	is rooted in

The most frequently used conjunctions

Temporal conjunctions			
first (second, third...)	finally	then	when
next	lastly	meanwhile	after a while
in the end	afterwards	at once	before that

Casual-conditional conjunctions			
so	hence	caused by	as a consequence of
then	otherwise	yet	though
therefore	however	even though	as a result of
consequently	nevertheless	moreover	accordingly

<b>Comparative conjunctions</b>			
however	nevertheless	instead	in spite of this
differs from	on the other hand	whereas	on the contrary

<b>Additional conjunctions</b>			
furthermore	additionally	moreover	whereas
in addition	besides	while	not only

<b>Conjunctions which exemplify and show results</b>			
for example	for instance	for one thing	including
such as	accordingly	as a result	consequently

## Appendix K

Adapted from Utica University (2021)

Score	Knowledge	Understanding	Writing skills	Application/Analysis	Peer Responsiveness
5	Comprehensive in-depth and wide ranging	Outstanding ability to grasp concepts and Relate theory to practice	Excellent mechanics, sentence structure and, organization	Grasps inner relationship of concepts, Excellent use of a wide range of supporting material	Demonstrates an exceptional ability to analyze and synthesize student work, asks meaningful extending questions
4	Up to date and relevant	High level of ability to conceptualize essential ideas and relate theory to practice	Significant mechanics, structure, and organization	Demonstrates the ability to analyze and synthesize, independent analysis, good use of a range of supportive material	Demonstrates good ability to analyze other student work, and ask meaningful extending questions
3	Relevant but not comprehensive	Some ability to conceptualize essential ideas and relate theory to practice	Some grammatical lapses, uses emotional response in lieu of relevant points	Informed commentary with some evidence of genuine analysis; some supportive materials used	Some ability to meaningfully comment on other student work and ask bridging questions
2	Limited superficial knowledge/response	Limited ability to draw out concepts and relate theory to practice	Poor grammar, weak communication	Some observations, some supportive evidence used	Lack of ability to comment on other students work and ask meaningful questions
1	Little relevance/some accuracy	Minimal awareness that external concepts exist	Lack of clarity, poor presentation of thinking	Lacks evidence of critical analysis, poor use of supportive evidence	Demonstrates poor ability to comment on other student work, asks no meaningful questions

Source: <https://www.utica.edu/academic/Assessment/new/rubrics%20for%20discussion.pdf>