

The Application of Process Genre Approach in Senior High School English Writing Teaching

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Abstract

English writing is the core of foreign language teaching in China and it is one of the skills required by English learners. English writing can embody the ability of comprehensive use of language. However, as an output skill, English writing is difficult for most students. R. Badger & G. White proposed process genre approach in 2000. It emphasizes that writing is a communicative behavior, focusing on the input of different genres. Process genre approach also pays attention to students' writing process and multiple evaluation methods, such as independent revision, peer feedback and teacher feedback. The application of process genre approach can solve common problems in the current English writing of senior high school students, such as inappropriate expression, unorganized structure and empty content. Therefore, the author makes a study on the application of process genre approach to English writing teaching in senior high school to change students' negative attitudes towards English writing, enhance their awareness of writing genre, help students form some good writing habits and cultivate their writing ability.

Keywords

Process Genre Approach; Senior High School; English Writing.

1. Introduction

According to the National English Curriculum Standards for Senior High School (NECS, 2017 edition), the English course aims to cultivate students' core competences including language ability, cultural awareness, thinking quality and learning ability, which emphasizes the cultivation of comprehensive ability. In terms of language ability, it requires students to integrally use their existing language knowledge to understand the meaning expressed in oral or written forms, and effectively use the written and oral form to express meaning and communicate. It can be seen that English writing is a comprehensive output skill and plays an important role in English teaching and measuring students' English proficiency. Besides, the NECS clearly states that students should learn different types of written texts, such as narrative, expository, practical writing and argumentation. Meanwhile, it is necessary to master the basic formats, discourse structures and linguistic features of different genres. Based on the above curriculum standards' requirements for high school students' English writing and the improvement of the score of English writing in college entrance examination, it can be found that increasing scholars attach great importance to English writing.

However, English writing is always the weakest one among the five basic skills. There are some writing problems in teachers' teaching and students' learning. English writing teaching is not paid too much attention by teachers. Nevertheless, lots of time and energy is consumed on vocabulary, reading and grammar. They often stress students' grades, writing results and overlook writing process, thus neglecting the cultivation of students' writing ability. Besides, they teach students how to write using traditional teaching methods of enriching vocabulary, reciting fixed sentence patterns and imitating writing to improve students' writing level.

Although these methods have some effects, they are not conducive to mastering writing skills for senior high school students and arousing their interest in writing. Whereas, there are many writing genres such as applied writing, expository writing, narrative writing and so on, teachers always have writing classes in the same way regardless of genres. Students do not learn systematic knowledge of writing genre, and the basic English writing skills are not acquired during this writing process. Therefore, they don't know how to write when facing different genres. Also, they have negative attitudes towards English writing as time passes, which leads to low English writing scores.

In high school English teaching, it is a very important task to cultivate students' English writing ability. Therefore, English teachers need to take measures to help students to write excellent compositions in different genres to successfully achieve the communicative purpose of writing. The author aims to discuss how to apply Process Genre Approach in senior high school to improve the efficiency and ability of students' writing.

2. Literature Review

2.1. Process Genre Approach

Badger and White (2000), after combining the advantages of process approach and genre approach and screening out the disadvantages of process approach and genre approach, put forward the "Process Genre Approach". The PGA includes four elements, which are language knowledge, contextual knowledge, writing purpose and writing skills. Language knowledge is reflected in process approach and genre approach. At the same time, genre approach pays more attention to contextual knowledge and writing purpose and process approach puts more emphasis on writing skills. Writing purpose, language knowledge and context knowledge can provide enough input for students to have something to say and fully activate their writing potential. And the training of writing skills can make students know how to express their ideas. Badger and White (2000) proposed that the writing process based on Process Genre Approach can be presented as a model. From the model, teachers, learners and texts can all be input sources to mobilize students' creative potential. The writing process becomes a cyclical process. There are many subjects in Process Genre Approach, and students are not the only participants. Teachers play a very important role in the whole teaching process and guidance. Finally, the theme of writing is very important to the content of writing. Therefore, effectively helping students to determine the thematic context is a focus of Process Genre Approach. In addition, similar to genre approach, Process Genre Approach also regards the purpose of writing as an important part of writing and pays close attention to the cultivation of students' awareness of purpose before writing. This kind of writing is very close to social practice, so it can stimulate students' desire to write to a large extent.

In Process Genre Approach, the role of teachers is very important. Students need to perceive and learn through the process in order to obtain further understanding and mastery. The PGA believes that in English writing, the text structure is basic. Therefore, teachers need to carry out text structure analysis and practice at the beginning of teaching or before each writing exercise. Secondly, based on the model text, students should learn to analyze and summarize the language features of the text. On the basis of the above, teachers can carry out the teaching and guidance of writing skills. The writing process can be divided into three stages: planning of pre-writing, editing of while-writing and revision of post-writing.

Han Jinlong (2001) stressed that there are many differences between the overall model of the PGA and the three writing methods: the product method, the process method and the genre method. Its writing focus has shifted, and its writing methods are obviously different from those before. Pure writing skills training can no longer meet the needs of the world for English writing. The needs of society not only stimulate the development of English writing, but also put

forward higher requirements. Compared with the traditional high attention to language knowledge and language skills, today's writing first requires that learners write to serve the society. In other words, before writing, students need to clarify the fundamental purpose of writing, such as exhortation, invitation or notice. Finally, students should carefully consider the context when writing, that is, the writing content needs to be matched with appropriate situations. In short, with the development of society, writing is no longer a simple text creation, but more through writing to connect people with the surrounding things, people and society.

Wu and Cai (2016) believe that improving students' genre writing ability is the core purpose of the process genre approach. Wu and Cai draws the following conclusions by comparing the PGA and several other teaching methods. PGA can not only meet the needs of society and meet the needs of different styles, but also attract students to the learning process. The long-term process genre teaching process can not only help students improve their writing skills to a great extent, but also effectively cultivate their thinking quality.

2.2. Studies on Process Genre Approach in English Writing Teaching Abroad

Eschholz (1980) in his book put forward that product approach and process approach should be integrated and apply it to English writing. And he also inspires teachers to combine different writing methods in writing teaching. At the end of 20th century, Bamborth (1993) argues that the conflict between process approach and genre approach result in low writing teaching efficiency and the unique advantages of the two approaches should be combined together to improve teaching effects. He suggests a new writing teaching method for balancing the drawbacks of genre approach and process approach should be come up with.

Kroll (1994) suggests the idea of integrating process approach with genre approach. In teaching practices, he tries to make a combination between genre knowledge input and writing process such as writing plan, draft, modification, editing and communication, which is a formal study of process genre approach. Kay (1998) proposes the draft, edition and modification can be connected together in writing process. And he puts forward that more opportunities to involve interactions between teachers and students should be offered through the effective combination between process approach and genre approach.

Based on the previous studies, Badger and White (2000) propose the integrated method named process genre approach which is a hybrid of three traditional teaching methods. They severally make an analysis of the strengths and weaknesses of the three methods and illustrate teaching model of this method from the view of writing development. Both of them argue that it is a new writing method that can help improve current English writing situation and enhance students' writing level. At the same time, they hold that the key point of this approach is that writing process includes linguistic knowledge, genre knowledge, writing objectives and writing skills.

Hedge (2002) puts forth process genre approach is a hybrid of process approach and genre approach. And he concludes that the integration between the two approaches is of great help for students to grasp some writing strategies and enhance their genre awareness in his research.

Kim (2005) believes that genre approach seems to be more suitable for these students who lack the systematic genre knowledge at present, and confirms the influence of process genre approach on writing teaching. When the genre of writing tasks and model text is equal, the model text can usually play a very good guiding role. Therefore, the synthesis of process approach and genre approach can stimulate students' writing potential.

Yan (2005) raises six steps for teaching writing that are adapted from Badger and White's: preparing, model and reinforcement, plan, mutual and independent construction and revision. According to Yan's viewpoints, process genre approach is a helpful method adopted for offering writing assignments to students, which can contribute to unite content, structure, sentence and phrase structure, revising and thinking. Yan also advises process genre approach should be applied to academic writing, and he attempts to design a lesson plan for argumentative writing

under the guidance of this approach. On the basis of the writing model put forward by Badger and White, Nordin and Mohammad (2006) come up with a new writing teaching theory which provides a clear orientation for further improving the teaching effect of the second language writing class by integrating the strengths of process approach and genre approach. And they emphasize that teachers, partners and the model essays can give sufficient knowledge input to students. Furthermore, when adopting the teaching method, teachers have four roles: spectators, facilitators, estimators and testers.

Eskinder Getachew Degaga (2018) conducts a study to investigate the impact of process genre approach on EFL students' writing ability and perception. The conclusion is that this teaching mode can more effectively enhance students' writing performance than conventional approaches. Besides, there is an improvement on students' writing ability in terms of structure, content, vocabulary and grammar by using the approach.

Based on the above literature review abroad, it can be discovered that researches on process genre approach abroad have proceeded in two distinct phases. The first is establishment and development of process genre approach. Many scholars try to make researches to integrate different methods to explore a more effective approach. Then it is White and Badger that propose process genre approach first through analysis of the merits of three traditional methods. The experiments and application of the approach to writing teaching is the second phase. Since Badger and White came up with this teaching model, applying it to English writing teaching has been widely studied. Scholars refocus their attention on research from theories to its application, which is to verify its effectiveness.

2.3. Studies on Process Genre Approach in English Writing Teaching at Home

In the early 21st century, Han Jinlong (2001) introduced the process genre approach into China. Since Badger and White did not come up with a specific application model of the process genre approach, Han Jinlong summarized specific writing teaching steps: analyzing the model texts, imitating writing, independent construction and editing, by combining the situation of English writing teaching in China with his own teaching experience. What's more, Han Jinlong put forward four fundamental principles of applying process genre approach. Han Jinlong has made great contributions to the further research and development of process genre approach.

The teaching model triggered more researches and discussion at home. Zhao Jianqun (2005) discussed the necessity and urgency of applying process genre approach through analyzing the situation of English writing and the requirements of English curriculum standards. Based on his own teaching experience, he proposed a more specific writing teaching model: reading the model texts, analyzing the model texts, imitating writing, independent construction, editing and self-reflection. After investigating the current situation of Chinese high school students' English writing, Zhao believed that English writing includes brainstorming, categorizing, outlining, drafting, proofreading, communicating and so on. Zhao Xia (2010) was the first one to review the development of the process genre approach. She summarized the application models proposed by domestic scholars and put forward some suggestions on the application of the process genre approach.

Through qualitative and quantitative researches, Yao Xianghong (2010) confirmed that process genre approach could cultivate students' comprehensive use of writing skills and enhance students' revision and cooperation consciousness. Chen Yijuan (2017) verified the effectiveness of process genre approach in college English writing through quantitative researches. In view of the characteristics of non-English majors' English learning, Huang Jian and Li Mei (2012) tried to design the macro and micro process of practical English writing teaching respectively by applying the process genre approach, and finally found out that process genre approach has a practical guiding significance.

From the above discussion, it can be found that the previous studies at abroad and home have laid a solid foundation for the process genre approach. The most researches proved that there is a significant effect of the process genre approach on students' performance in English writing. However, these researches mainly focused on the college English writing. There are not enough examples of applying the process genre approach in senior high school students' English writing. Therefore, the paper tries to apply it in writing class of senior high school.

3. Problems in Senior English Writing Teaching

3.1. Problems from Teachers in Senior English Writing Teaching

In high school English teaching, it is a very important task to cultivate students' English writing ability. However, in the current English writing teaching, there are still some problems. From the perspective of teachers, although some teachers have realized the significance of writing, they are reluctant to adopt time-consuming writing teaching methods and rarely let students participate in the process of writing due to the limitation of exam-oriented education and class time. In the process of writing teaching, some teachers tend to pay more attention to explaining language knowledge such as vocabulary, sentences and grammar, while ignoring the teaching of writing genre knowledge and writing skills. As a result, students do not know how to plan and arrange the whole composition.

In addition, some teachers mechanically instill writing knowledge and lack communication with students, which leads to the classroom atmosphere is tedious and lacks of vitality. Students also lose interest in English writing. Meanwhile, some teachers only use a single evaluation method after students finish their writing. They usually just require students to hand in the final product and give them simple written corrections. In the present teaching process, many teachers pay more attention to the students' writing results and don't care about the students' writing process. They rarely let the student participate in the different writing processes, help students in their writing process and establish the situation to let students participate in cooperative learning, conceive, draft, revise, and evaluate writing together rarely.

3.2. Problems from Teachers in Senior English Writing Teaching

From the perspective of students, some high school students lack interest and confidence in English writing. They hold a negative attitude and do not take writing classes seriously. Secondly, when teachers provide feedback, students often ignore the composition and do not seriously revise and reflect on it. Thirdly, some students have some bad writing habits. For instance, when reading the topic of writing, students often write in a hurry and lack sufficient construction, resulting in the lack of logic in the writing and even deviate from the topic of composition. Besides, some students rely on the models of composition overly, and habitually apply fixed composition templates or sentence patterns, lack of thinking.

What's more, most of the Chinese students write compositions just to pass exam. That is to say, they do not pay real attention to writing actually. When writing, they just put a few words and phrases together without thinking any necessary cohesion and coherence. So, it is obvious that there are many students lacking rationality in writing, such as logic disorder, improper organization, lack of discourse coherence.

To sum up, due to several advantages of process genre approach, the application of it can help students to improve writing skills and genre awareness and help teachers pay more attention to writing process and writing correction. Therefore, it is particularly important to apply the process genre approach to guide the English writing class of senior high school students.

4. Application of Process Genre Approach in Senior English Writing

In order to show the application of Process Genre Approach in senior high school, the paper gives an example about the teaching procedures of PGA. In the Yilin edition of Oxford senior High School English textbook, the writing section appears in the theme task at the end of each unit. The textbook first provides a sample essay covering the topic of the unit, and then asks students to write a similar essay. The teaching of process writing is divided into three parts: model analysis, independent writing and editing.

Senior high school English writing is mainly practical writing and narrative writing, and argumentative writing. Practical writing and narrative writing are two different styles, and there are great differences in teaching. Applied writing covers a variety of different genres, and their genre structures are also different, so the analysis and induction of the structure of applied writing is more complicated, while the structure of narrative writing is relatively simple, usually including time, place, characters, events (cause, process, result). The following sections mainly focus on practical writing. In the discussion, the author will focus on the two aspects of model analysis and independent writing because they are the focus of teaching and can best reflect the essence and characteristics of process style writing teaching.

The first stage is model analysis. In the stage of model analysis, teachers guide students to independently explore the structure and language characteristics of related genres. Teaching is divided into two parts: analyzing the genre structure and summarizing the language characteristics of the model text.

As for analyzing the genre structure, Teaching is divided into two steps: understanding the context of the situation and summarizing the structure of the genre. Situational context includes three aspects: field, tenor and mode, in which field refers to what actually happens, tenor refers to the relationship between participants, and mode refers to the channel media of language communication, such as speech or written language (Hu Zhuanglin et al., 1989). Students read the text for the first time and understand the context of the situation. Teachers can set questions around the field, tenor and mode to help students initially understand the formation of the structure of related genres. Students re-read the text and summarize the genre structure. Teachers can design tables to guide students to summarize and summarize the genre structure. The form is clear and concise, especially suitable for junior high school students. This paper takes the topic writing task of Unit 7 of Volume 2, Grade 7 of Oxford Junior High School English as an example.

The model text of textbook is a letter of recommendation. Firstly, students read the sample and answer the following questions:

- (1) Who is the letter from and who is the letter to?
- (2) What is this letter about? What do you know about Chen Dan?
- (3) Is this letter different from the ones you often write to your friends? If yes, try to say something about the differences.

These three questions are set around the context of the situation, involving the field (question 2), the tenor (question 1) and the mode (question 3). They guide students to grasp the basic points of the letter of recommendation and also help students to sort out the structure of the article.

Students are able to answer the first two questions quickly after discussion. For example, the letter is from Wu Bing, Chen Dan's teacher and to the school's Young Star Award committee. The letter is to recommend Chen Dan for this year's Young Star Award. Chen Dan is very clever and kind. He always thinks carefully when he works. For the third question, students come to a conclusion that in letters written to friends, the name is usually Dear and the friend's name, and the greeting is Love and Bestwishes, etc., while the recommendation letter is Dear Sir/Madam,

and the greeting is a formal expression such as Yours faithfully. The teacher points out that it is a formal letter in written language, while the letters we usually write to our friends are more informal and often use colloquial expressions.

Students re-read the passage and work in groups to complete the form. Teachers remind students to refer to the text frame structure presented in Part B of the textbook.

The second step is reading and analyzing. In order to master a certain genre of textual structure, language features, writing purposes, writing content and so on, it is a good way for students to acquire genre characteristics through reading typical model texts. The teacher's task is to help students recognize the type of genre, summarize writing rules of different genres, form the discourse schema structure of genre in students' mind, which contribute to full information input and writing output.

The next step is imitating and analyzing. The guidance of teachers is beneficial for students to have a elementary understanding of the genre characteristics and linguistic forms of a discourse. To make students comprehend and internalize knowledge they have learned, teacher should give students a writing topic with the same genre as model text. Students can make a group discussion about writing purpose, structure, language characteristics and sentence cohesion of the topic and internalize the knowledge into their cognitive system.

The role of conception can not be neglected in writing. It can help students form a writing frame in their brain and ensure writing process goes smoothly. According to writing topic and existing genre knowledge, students choose appropriate writing materials related to the topic, construct writing participants, purpose, language characteristic and form the whole structure of composition, which can help students tease out writing thoughts and make preparation for outlining.

Outlining is the fifth step followed by conception. After genre structure and writing purpose are decided, it is high time for students to classify and summarize obtained materials, and make an outline for the composition layout on the basis of the title and relevant genre knowledge. Content and paragraph arrangement can form a preliminary framework of a composition. The outline can be made according to students' habits, such as using phrases to express views, using a sentence to sum up the main viewpoints of each paragraph, etc.

The six step is independent writing. Students replenish the outline of a composition using appropriate linking words to form a relatively complete draft and revise it over and over again. When writing the initial draft, students should not worry too much about the influence of words, sentence patterns and grammar, but mainly pay close attention to writing content.

Language expressions they have learned recently can be used in writing, such as vocabulary and phrases, to facilitate extracting knowledge. During the writing process, teacher should be concerned with enlightening and giving guidance to students, such as inspiring students to discuss and analyze writing topic through brainstorming to enumerate writing points and organize structure.

The following step is revising. This part is made of three aspects of self-revising, peer-editing and teacher-feedback. Writing is a process of correcting errors and progressing constantly. After fulfilling writing task, it is students that should first modify the composition by themselves, including whether organization is arranged logically and content meets the requirements of the topic, and language including vocabulary, sentence patterns, grammar is right. Then partners correct each other's compositions and find out merits and shortcomings of their compositions. The overall organization and main idea of compositions should be focused on first, and then errors in language details are followed. Students can put forward some suggestions to each other and get feedback from their discussion. After self-revising and peer-feedback, teacher is required to make an overall evaluation and suggestion on students' compositions, which mainly includes structure, accuracy of language and completeness and richness of content.

The last step is revision. According to feedback, students need to reorganize and correct the composition to make it much better. It is crucial for students to have a reflection and summary of knowledge and experience in the writing process, including writing notes, initial draft, revised and final draft as well as feedback from peers and teachers, so as to facilitate students to review and consolidate writing knowledge and reinforce their writing skills after class. Through reflection, it is helpful for students to make progress in writing and increase their writing confidence.

5. Conclusion

The application of process genre approach to writing teaching is to change the status of English writing teaching. Based on the discussion above, the author puts forth the following implications from two perspectives of teachers and students.

From the perspective of teachers, firstly, based on the three stages of teaching procedure, teachers should carry out and change the teaching steps flexibly. Blind imitation results in no innovation in writing. In view of the characteristics of different genres, discourse structure and the actual teaching situation, it is necessary for teachers to adjust teaching steps to help students grasp writing skills, to strengthen students' genre awareness. For example, due to limited class time, teachers' comments on compositions and students' reflection can be completed after class. Secondly, writing process should be given more attention. It is crucial for teachers to abandon the practice of emphasizing final product over writing process. So in the process of English writing teaching, teachers encourage students to fully enjoy themselves in class activities including discussing model essays, editing peers' compositions and monitoring students' writing process, which is helpful for students to write compositions in a planned way and improve their writing efficiency. During the process of writing, students can be equipped with some writing skills under the guide of teachers, so they are able to make an outline and write compositions independently, feedback and evaluations from peers and teachers are received. Writing becomes easier and interesting, and students' writing enthusiasm is aroused. From the perspective of students, there are two aspects. Firstly, students should pay attention to collecting writing materials after class to expand writing topics and accumulate language knowledge through extracurricular reading including extracting good words and good sentences. Students, when necessary, can memorize language knowledge by reciting so as to use them in writing flexibly. As we all know, practice makes perfect, it is very beneficial for students to keep a good habit of writing diaries or letters in English to achieve the purpose of applying what they have learned. Secondly, students should have a sense of teamwork and cooperation learning. In traditional writing teaching class, there is less communication between students who have fewer opportunities to express their own views about writing, they are accustomed to writing independently and blindly without cooperating with others. While process genre approach advocates interactive learning communication and emphasizes teaching idea of putting students in the center of class. The interaction and communication between teachers and students, students and students can be achieved by imitating analysis, peer-editing and teacher-feedback, which is good for mutual improvement in writing. So students should learn to shift their roles and develop cooperation learning awareness. If you follow the "checklist" your paper will conform to the requirements of the publisher and facilitate a problem-free publication process.

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