Assisting Pre-University ESL Learners to Gain Control of the Report Writing Based on Graphical Data: A Genre-based Approach

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Abstract
The purpose of the current study was to investigate the effectiveness of the genre-based approach to teaching report-writing based on graphical data to pre-university students. It employed a mixed method approach where data were gathered using quantitative and qualitative method. The quantitative data was aimed at obtaining information on the effect of the genre-based report writing training based on the performance of students in whereas the qualitative data was obtained to elicit respondents' opinions on report writing from graphical data. The sample consisted of 62 Form Six students who were studying English for university entry known as Malaysian University English Test (MUET). The English proficiency of the students is generally of low to average level. Most of them are of Dusun and Bajau ethnics background, of Sabah, Malaysia. Findings from the study showed that there is significant difference between the experimental and the control groups in terms of *organization, development of ideas* and *vocabulary.* Analysis of the students' responses to the open-ended questions seems to indicate that *vocabulary* is still the main problems students faced in writing the reports. Conclusions drawn from the findings of the study imply that the Genre-based approach to writing structure of a four-stage training cycle, namely the *context exploration*, *text exploration*, *joint construction*, and the *individual application* stages adapted from Derewianka (1990) and Butt et al (2001) do assist these learners to gain control of the report-writing genre.
Key words: genre-based, report writing, graphical data, Pre-University ESL learners.

1.0   Introduction

In Malaysia, English is taught as a compulsory subject in all preschools, government assisted primary and secondary schools in keeping with its status as a second language (L2). In the Primary school, the English curriculum is designed to provide learners with a strong foundation in the English language. In the secondary school, the syllabus aims to extend learners' English language proficiency in order to meet their needs to use English in certain situations in everyday life, for knowledge acquisition, and for future workplace needs. Students who have completed their secondary school education can pursue to further their education in university. There, they will undergo another one to two years pre university study before enrolling into University. At the pre-university level, they need to sit for Malaysian University English Test (MUET). MUET is set and run by the Malaysian Examinations Council. There are four components in MUET: Listening (800/1), Speaking (800/2), Reading Comprehension (800/3) and Writing (800/4). In 2007, Malaysian Examination Council (MPM) has revised the MUET paper by including the report-writing question which requires candidates to write a report based on graphical data given. Given the low to average proficiency level of most form six students and the vast number of skills to be covered in a short period of one and a half years of teaching time, there is a need for teachers to find the most efficient way to teach students how to write reports which are based on graphical data. Without report-writing skill the students will face difficulty in answering the MUET writing paper and indirectly affecting their opportunity to further their studies. Therefore, there is a dire need for teachers to find the most effective way so as to prepare students for the MUET exam and help them to cope with the demanding act of academic writing in the tertiary education.

1.1   Background of the Study

Writing and the activities involved in composing are highly conventional. Convention and need dictate the occasions for writing and the functions of discourse appropriate to those occasions (Purves, 1992). These conventions are usually learned through writers' exposure to English reading materials like stories, novels, newspapers, magazines or for some through formal instructional settings. For Malaysian learners, due to the

limited exposure to the convention of these writing discourse, they simply lack the knowledge of the conventions of the different types of writing discourse, especially factual writing. Indeed, compared to students writing in their L1, L2 writers often have an incomplete control of English and rely on teachers to help them develop their ideas and language necessary for them to express themselves effectively.

The use of genre-based approach to teaching writing is further justified by Vygotskyan learning theory (Van Lier, 1996) that interactions with surrounding culture and social agents, such as parents and more competent peers, contribute significantly to a child's intellectual development. Vygotsky theory aspires that learning is both social and psychological in nature. Mediation through the use of tools plays the key role at every point. Learning begins by being object-regulated, and then is others-regulated, before it is self-regulated. This is the stage in which the learner processes and manipulates by himself or herself the knowledge and understanding gained, and/or begins to be capable of working independently. According to Van Lier (1996), this is because people of different goals, roles and resources interact, the differences in interpretation provide occasions for construction of new knowledge. Different perspective, knowledge and strategies create cognitive conflict in the participants, and in the resolution of such conflict in the context of social interaction, new perspective, knowledge and strategies are created. Genre-based approaches, where teaching and learning focuses on the understanding and production of selected genres of texts, have been identified by Rodgers (2001) as a major trend in English language teaching (ELT) in the new millennium. Such approaches are, of course, not new. English for Specific Purposes (ESP) and English for Academic Purposes (EAP) are early examples of the pioneering work in genre analysis (Swales, 1990). To date, teaching and learning around text genres has become increasingly influential in mainstream ELT in a number of situations, including primary, secondary, tertiary, professional and community teaching contexts involving native speakers of English as well as ESL and EFL learners, and in countries as diverse as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden and Thailand (Derewianka, 2003). In Malaysia, an online search found genre-based research conducted by Hajibah (2004) to explore the use of genre-based instruction (GBI) to teaching writing for specific purposes for Diploma communication courses; Chow (2007) on expository essays and Ting and Tee (2008) on teaching of procedural, legal, information report and explanation text-types and communication courses. Most of these research genre approach enhanced different aspects of writing skill.

Several research related to genre-based approach were found. Weber (2001) carried out a concordance and genre-based approach on academic writing (legal essays) to a group of 20 non-native undergraduates University Centre, Luxembourg who took introductory course in English legal terminology. The participants were quite proficient in reading, speaking and listening to English. However they had some difficulty in writing, and particularly writing academic essays in English. The participants were able to produce acceptable mini essays, from both linguistic and legal point of view. Another study conducted by Hajibah (2004) explored the use of genre-based instruction (GBI) to teaching writing for specific purposes. The emphasis of the approach was to reinforce the linguistic and the technical skills in the discipline. The students showed improvement in ESL writing after the intervention.

In addition, Firkins et al. (2007) conducted a study which employed genre based approach with thirty-two 11–18 years normal range intelligence secondary students who were identified with learning difficulty both the mechanics and organization of writing in a secondary college in Hong Kong. The approach involves three stages namely *modelling a text, joint construction of a text, and independent construction of a text.* Results indicated that students were able to understand and produce the key generic stages of procedural texts. Furthermore, at the end of the twenty-four sessions students were able to identify certain lexico-grammatical features and patterns within the two genres.

In Malaysia, a study was carried out by Chow (2007) to find out the effects of applying process-genre writing knowledge and strategies in writing expository essays with 60 students from four lower Form Six classes in a secondary school in Penang. The subjects were assigned to two treatment groups: (1) an experimental group that received process-genre writing instruction, and (2) a control group that received product-centered writing instruction. Analyses of the subjects' essay scores revealed that the students who received process-genre oriented writing instruction were able to communicate their ideas in writing more effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received product-centered instruction.

Recently, Ting and Tee (2008) conducted a case study to examine the ability of TESL undergraduates to handle five text-types commonly required by their assignments, with a specific focus on the structure and language features significant to the text-type: argument, explanation, discussion, instruction and information report. The

results showed that the undergraduates were familiar with the staging of argument and discussion but the ideas were sometimes not effectively developed within the stages.

In general, genre-based approach has been found to have a positive effect on teaching procedural, legal; information report and explanation text-types and communication courses. Findings from Ting and Tee (2008) show that even pre-service English teachers face problem with report writing. As library search found no genre-based research on reporting from graphical data, it is interesting to explore and study whether this approach to teaching writing will enhance performance of form six students in this area.

1.2   Statement of the Problem

In general, the achievement of students in the MUET writing paper has not been satisfactory. The MUET exam, according to Kaur and Rohaya (2006) is viewed a big challenge by many students due to lack of language ability. In fact, 29.2% of the 120,000 graduates scored Bands One and Two in the MUET, which identifies them as "Extremely Limited User" and "Limited User" respectively. This shows that our students are generally weak in English.

In SMK Bandaraya, the results of a series of exercises and tests conducted in 2007 for Form Six classes had found that students scored quite poorly in the writing paper. Apart from their language proficiency problem, students lack the skills in developing and organizing this essay. Most students revealed that they do not know how to develop their ideas.

However, no research was found on adopting Genre approach in reporting of graphical data. Therefore the researcher would like to find out if genre-based approach is effective in teaching report writing based on graphical data which is pertinent to MUET Essay 1. The primary aim of the present study was to examine the effectiveness of genre-based approach in enhancing report-writing from various types of graphical data like graph, bar chart, pie chart, tables and etc to form six students. At the same time the researcher would also like to know the students' perception or opinion on the use of genre approach in writing reports. In short, the objectives of this research are to investigate:

a.   the effect of genre based approach in teaching form six students' report-writing from graphical data;
b.   the students' opinions on the use of genre-based approach in writing reports from graphical data.

1.3   Conceptual Framework of the Study

The conceptual framework for this study whereby genre-based approach was employed to teach report-writing is adapted from Derewianka (1990) and Butt et al (2001). The study adopts a four-stage training cycle, namely the *context exploration*, *text exploration*, *joint construction*, and the *individual application* stages, which aimed at assisting learners to gain control of the report-writing genre. Through this model, the learners would be able to produce well organized and well developed reports from the graphical data provided. Figure 1.1 shows the conceptual framework of the genre-based training employed in this study.
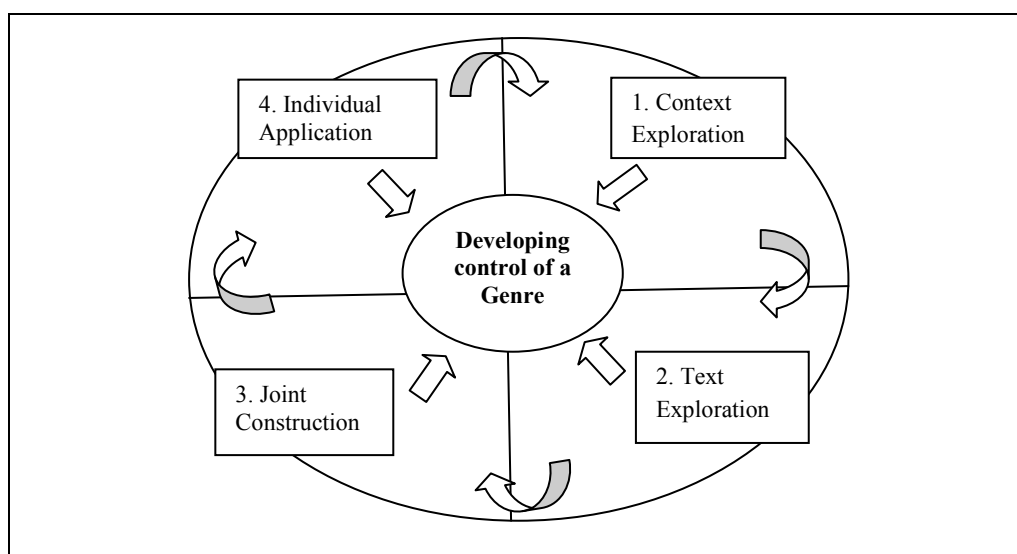

Figure 1.1 Developing control of a Genre (adapted from Derewianka, 1990 and Butt et al, 2001).

Genre-based ELT through the notion of the Curriculum Cycle has been proposed by systemic-functional linguists, Derewianka (1990) and Butt et al (2001). This model is slightly different from the previous models. It is for developing complete lesson units or cycles around text types or genres to be taught, and has as its ultimate aims helping learners to *do* things with language independently through mastery of text types and genres (Lin, 2006).

Every cycle in this model begins with *context exploration*, 'context' referring to the possible contexts of situation in which the chosen text-type or genre may be used. However, where traditional genre-based activities have aims ranging from mere warming up to activation of mental schema, one primary aim of the genre-based Curriculum Cycle is to help students to become aware of and understand the social purpose of the chosen genre, as well as other contextual factors influencing the production of the texts that they will examine as models, and the texts that they may be required to produce in speech or writing.

The next stage, *text exploration*, The aims of this phase are to familiarize the learners with the target text-type or genre, and to draw attention to organizational and linguistic features commonly found in texts belonging to it. Direct teaching by the instructor is also an option, in order to make the features obvious to the learners.

In the *joint construction* phase, referring to the model text or texts, and making use of the knowledge and awareness gained from the exploration of the text, the students work with the teacher to construct their own texts (spoken or written) in the text-type or genre. This can take forms varying from teacher-fronted whole-class co-construction of a single text on the board, to small-group or pair construction with the teacher helping each group or pair by turn, to teacher conferencing with individual students.
The last stage in the Cycle, *individual application*, as the name suggests, requires learners to work individually and independently to produce individual essays. Ideally, this is carried out only after the students have successfully produced a jointly constructed text or understanding of a text (Lin, 2006).

2.0   Methodology

2.1   Research Approach
This study adopted the transformative approach. It was more heavily weighted on quantitative data in the initial phase of the study which comprised hypotheses, test scores collection, and analysis. The next phase of the study consisted of qualitative data collection from a set of written open-ended questions as suggested by Gay & Airasian (2003). The quantitative data was aimed at obtaining information on the effect of using genre-based report writing training based on the performance of students in whereas the qualitative data was obtained to explore respondents' opinions on the how and what questions of report writing from graphical data. The opinions of the participants would enable us to infer whether genre-based approach could instill respondents' preferability and favourable attitude towards report writing from graphical data. The mixed-method approach enabled teacher to gather more holistic information of the effect of the genre-based report writing from graphical data training as a whole. The qualitative data also served as a triangulation to the quantitative data obtained.

2.2   Respondents
Participants of this study were 62 Form Six students selected from students studying English (MUET). The English proficiency of the students is generally of low to average level. Most of them are of Dusun and Bajau ethnics of Sabah, Malaysia. Selection of respondents to answer the open-ended questions was based on the results of the participants in the pretest. Three students from each proficiency level (low, average and good) were chosen from the experimental and control groups. This is to ensure that their responses will represent the opinion of all the students.

2.3   Instrumentation and Data Collection
Once the data were collected at the end of the study, they were keyed into the SPSS statistics program and *t-tests* was run to see if there was significant difference in performance on both pre and posttests between the treatment group and the control group. The hypothesis of this study was that those in the experimental group, who received the genre-based approach training, would show more positive effect on posttest performance compared to the control group. This study consisted of 6 sessions of 60 minutes each which were conducted over a three week period using the genre-based approach writing module and non-genre-based approach writing module devised by the researcher with reference to Derewianka (1990) and Butt et al (2001) cited in Lin (2006), Firkins et al (2007), Wray and Lewis (1997) and Martin (1999) cited in Ellis (2001).

Both experimental and control groups covered the same topics/subject matters and types of graphical data in the report-writing training. They were given the pre-test before the report writing training and the post-test after they had completed the six modules. In addition to the pre-test and the post-test, a set of open-ended written questions were posted to the experimental group and the control group right after the post-test to find out the students' opinions on report-writing.

The effectiveness of genre-based approach compared to non-genre-based approach in report writing was determined by comparing the post-tests mean scores between the experimental group and the control group with respect to three dependent variables: *organization*, *development of ideas*, *vocabulary*. The instruments used in this study include:

2.3.1 Analytic Marking Scheme

The researcher administered the pre-tests to all participants before the intervention. The pretest was scored using an analytic marking criteria adapted from Hughes (1989), Gannon (1985), Brown and Bailey (1984).

According to Jackson (2003), the reliability of two set of test results can be measured using correlation coefficient. The researcher used the Pearson product-moment correlation coefficients to find out the correlation between the researcher's scores and the second rater's scores in the pilot study because the scores are interval in nature. The coefficient values for weak, moderate and strong correlation coefficients were adopted from Jackson (2003) as in table below.

Table 3.2   Correlation Coefficient Values and the Strength of Correlation

Correlation coefficient	Strength of relationship
±.70 – 1.00	Strong
±.30 - .69	Moderate
±.00 - .29	None - weak

2.3.2. Written Open-ended Questions

According to Gay and Airasian (2003), paper and pencil data collection instruments are divided into two categories, selection and supply. *Selection methods* include multiple choice, true/false, and matching. *Supply methods* include fill the blank, short answer and essay. This research employed the supply method in which the students gave responses to the questions posted by the researcher in written form. The questions were asked in both English and Malay (BM) languages so that the students would understand them well. They were also given freedom either to answer in BM or in English, whichever language they are comfortable with so as to gain true and rich qualitative data. Question 1 was aimed at eliciting information about the feelings of the participants towards Essay 1 (Report-writing based on graphical data). Questions 2 and 3 were to find out whether they still face problems in organisation, developmental of ideas (content) and vocabulary after the training. The questions were:

1.   How do you feel when you are writing essay 1 in the MUET paper?
2.   What are the problems you face while writing Essay 1?
3.   What kind of guidance do you need in future in order to help you improve your Essay 1?

2.3 Research Procedures

At the beginning of the academic year, the proposed study was made and authorization obtained from the school authority to include the four existing classes of MUET students in the study before proceeding and informing the participants. To ensure that there was no significant difference in the performance of the treatment group and the control group before the treatment, independent sample t-test was run to find out the mean scores of both groups. Results showed that there was no significant difference between the two groups. The research was conducted in stages as below:

Stage 1: Planning stage
Researchers began the study by selecting and refining the research topic, followed by formulating research questions. These are made made according to the theoretical sensitivity as reviewed from

related literature and past researches to determine the focus of the research. Next, the hypotheses were formed. The respondents were identified after seeking permission to conduct the research from the principal and the consent from the respondents.

Stage 2: Preparation of lesson plans and modules
Based on the information gathered from the literature review, lesson plans for the writing training were drawn. From the lesson plans, the pre-test, post-test and modules were prepared.

Stage 3: Pilot Study
To find out the feasibility of the lesson plans and the modules, a pilot study was conducted with an upper six class of 14 students by using the writing training module. Before the intervention, the pre-test was given. After that the students were taught report writing using the module prepared, they sat for the post-test. The pre-test and post-test were photocopied. The researcher and an experienced MUET teacher who agreed to be the second-rater marked the essays independently using the marking criteria. The two raters read each writing sample independently and assign scores. If the researcher found that the difference between the scores in any script is more than 3 marks (Al-Harbi, Ayed T., 2008), then they would reassess the script, and decide on an agreed mark to resolve the problem. Apart from the pre-test and post-test, the researcher also conducted an interview with 2 students.

Stage 4: Main Study
After explaining to the students the purpose of the writing training, the researcher began the study by administering the pre-test. After that 6 writing lessons (60 minutes each session) were carried out using the modules or materials prepared. For the treatment group, the genre-based approach writing training module was used. The control group, on the other hand received non-genre-based writing approach. The non-genre-based approach consisted of brainstorming, outlining, drafting, and finally, peer or teacher corrections. Even though the treatment group and control group adopted different approaches, the researcher had tried to make the report writing questions and the graphical data as similar as possible to make sure that they get the same amount of input. This was to ensure that apart from the different approaches they were trained in, all other factors were equal for both groups being compared.   After the writing training, the post-tests were administered. Right after that 9 students from the treatment group and another 9 from the control group were given the written open-ended questions. They were given about half an hour to write their responses to the questions with their preferred language, i.e. either in Bahasa Malaysia or English.

Stage 5: Analysing and interpreting data
After the pre-test and post-test scripts were gathered, the researcher scored the *organisation, development of ideas* and the *vocabulary* of each report based on the   improved marking scheme used in the pilot study. For the open-ended questions, key words were identified from the responses and they were categorized to find out whether the participants favoured genre- based approach in writing the reports; and in what ways it was helpful.

Stage 6: Writing Research Report
Finally the findings from the quantitative and qualitative methods were explicited, and wrote a final report was made.

3.0   Discussion
The Effect of GBA on Organisation of Report Writing Based on Graphical Data
The analysis of the *organization* aspect of the reports found the experimental group performed better than the control group after the intervention as the means of the posttest for experimental group and control groups are 11.000 and 9.688 respectively and the mean scores were significant at 95% confidence level.
This seems to imply that genre-based approach is more effective than non-genre-based approach in teaching report-writing that is based on graphical data. This finding is consistent with Weber (2001), Hajibah (2004) and, Firkins et al.(2007) who agree that genre-based instruction was effective in improving technical skill in writing and enabled students to identify and discuss the generic stages of both procedural and information report texts. This finding is supported by Swales (1990) who found that genre-centred approach gives learners particular attention to the rhetorical organization of texts. This is explained by Martin (1999) that as students are exposed to genres, they are exposed to the structure, purpose and norms of the language used in a particular discipline. It

could be that the sample texts in the module and genre instruction have enabled participants in this study to notice the generic structure or organization of reports, thus enabled them to write reports with better organisation.

The Effect of GBA on Development of Ideas of Report Writing based on Graphical Data
In terms of *development of ideas*, the experimental group and the control group had obtained a mean score of 10.300 and 8.656 respectively. Hypothesis testing shows that the difference is significant at 95% confidence level.   The results suggest that genre-based approach is more effective than non-genre-based approach in enhancing *development of ideas* or the *content* of report-writing which requires students to describe graphical data. These patterns are consistent with the expository essays genre-based research conducted by Chow (2007) who discovered that process-genre approach could help Form Six students improve their communication of ideas and develop more relevant ideas to support their writing tasks.

The Effect of GBA on Vocabulary of Report Writing based on Graphical Data
The results of the quantitative data (pretest-posttest) reveal that the genre- based group performed significantly better in *vocabulary* aspect of the report compared to students who were trained using non-genre-based approach. It seems to suggest that genres and the genre instruction used in this research have succeeded in raising the students awareness of the appropriate register conventionally used in describing graphical data. For examples words like 'increase', 'decrease', 'plunged', 'reached a peak', 'reached a plateau', and 'stayed constant' which are commonly used to describe *changes over time*; and adjective or adverbs like 'fewer', 'slower', 'higher', 'the most number', 'lower', 'significantly low', 'substantially greater' and etc which are used to *compare conditions of different groups at one point of time* (Weissberg and Buker, 1990).
However a reference to the responses of the students to Question 2 which aimed to elicit difficulties that the students faced after the intervention seems to contradict the posttest results. Most participants in the experimental group felt that they still faced difficulties in *vocabulary* even after the intervention. None of them think that they need guidance in *organization*. At a glance, it seems to suggest that genre-based approach does not really help students in improving their *vocabulary*. Why do the students think that they need more help in vocabulary and not in *organization* and *development of ideas*? One explanation could be that the genre-based instruction has raised the students' awareness of the appropriate use of lexical items or register in report writing which they may not have been aware without the intervention. Hence, even though they have improved, they realize that there are still many other terms specifically used to describe graphical data that they need to learn.

The Students' Opinions of GBA on Writing Reports Based on Graphical Data
The qualitative data (open-ended questions) shows that, in general, the experimental group which adopted genre-based approach reported a more favourable opinion on reporting of graphical data compared to those who were taught using non genre-based approach. The most interesting findings were the responses for Question 3 *(What kind of guidance do you need in future in order to help you improve your Essay 1?)* that the experimental group requested that teacher give them more samples of good essays. It is likely that students found model texts considerably useful in helping them to write essay or in this case, reporting of graphical data. As model texts are the main feature in the text exploration stage in the genre-based approach instruction, we can conclude quite confidently that genre-based activities were preferable.

4.0   Conclusion

In sum, the analysis of the posttest scores between the experimental and control groups shows that there is significant difference between the experimental and the control groups in terms of *organization, development of ideas* and *vocabulary*. Analysis of the students' responses to the open-ended questions seems to indicate that *vocabulary* is still the main problems students faced in writing the reports. Besides they also request that the MUET teacher provide them with more sample essays and practice. As the participants of this study are mostly of low and average Level of proficiency and they are sampled purposively from one single school, future research could adopt larger scale studies to include samples from different schools and of different proficiency levels. In addition, subjects could also be sampled randomly so that true experimental research could be employed, thus improve generalizability of the findings. Extending the research for a longer period of time may help teachers and students to focus more on the meaning and message of the overall essay pertaining to the graphical data. As cautioned by Badge & White (2000), genre-based approach may place too much emphasis on conventions and genre features but is less helpful for students in discovering the texts' true messages. Therefore,

a more successful genre-based study may need to be carried out in for a longer period of time to provide more practices for text exploration and text construction so as to enable students to digest the texts' true messages.

In general, genre-based approach has been found to be effective in enhancing report writing based on graphical data. However, the findings of the study is not conclusive due to some of the limitations and constraints of the study. Therefore more research need to be done in this area so as to hone MUET students' writing skill as a whole.

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Appendix 1

Marking Scheme for Report-writing

I. Organisation-introduction, body and conclusion	
17 – 20	Indications of opening and closing, where relevant. Clear and appropriate overall structure, with body arranged in a way which shows plan. Clear and complete paragraphing where relevant.
13 – 16	Clear and adequate overall structure, with opening and closing where relevant. Body of essay is acceptable but some ideas aren't fully developed. Sequence is logical, though may have rather loose paragraphing.
9 - 12	Ordinary or scant introduction or conclusion. Problems with the order of ideas in the body.
5 - 8	Minimally recognizable introduction. Weak conclusion. Organization can barely be seen in the body.
1 - 4	Absence of introduction or conclusion. No apparent organization of body.
II. Development of Ideas (Content)	
17 - 20	Essay addresses the assigned topic. Ideas are concrete and thoroughly developed. Essay reflects thoughts.
13 – 16	
9 - 12	Essay addresses the topic but misses some points. Ideas could be more fully developed.
5 - 8	
1 – 4	Essay addresses limited ideas/knowledge of the topic. Development of ideas is not complete.
	Incomplete development of ideas. Essay did not reflect careful thinking.
	Ideas are completely inadequate. No apparent effort to consider the topic carefully.
III. Vocabulary	
17- 20	Precise vocabulary usage. Good register.
13 -16	
9 - 12	Good use of vocabulary. Attempts in the use of appropriate register
5 - 8	
1 - 4	Some misuse of vocabulary. Lack awareness of register.
	Lack of vocabulary. Minimal awareness of register.
	Inappropriate use of vocabulary. No concept of register.

Appendix 2

A Sample Lesson Plan for Genre Based Approach Report-Writing Training

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<p style="text-align:center"><u>**WRITING TRAINING MODULE**</u></p>

<u>**Training Session 1: Context Exploration**</u>

Date:
Time: 80 minutes
Topic: The Use of internet in Great Britain
Objectives
- Able state situations where reporting of graphical data is needed in real life.
- Able to understand simple graphical data.
- Able to identify wrong information in a report with reference to graphical data given.

Materials
- Graph, bar chart, line chart, pie chart

Activity:
- Discussions of the purpose, types and the audience for graphical data reports in real life.
- Students match graph or charts to the relevant statement.
- Students identify wrong information in the text based on the graphical data provided.

<u>**Training Session 2: Text Exploration**</u>

Date:
Time: 80 minutes
Topic: Reasons for Language Learning
Objectives
- Able to organise statements to form a report
- Able to recognise the introduction, body and conclusion of reports

Materials
- Excerpts of texts taken from 2 different reports.

Activity:
- Students identify and group excerpts which belong to the same report.
- Students rearrange the excerpts to form 3 different reports of a report.
- Students highlights the different characteristics of the introduction, the body and the conclusion of the reports.

<u>**Training Session 3: Text Exploration**</u>

Date:
Time: 80 minutes
Topic: Page Views of a website
Objectives
- Able to identify the verbs of a report.
- Able to use the correct verb tense of a report in the introduction, body and conclusion of a report.
- Able to identify adverb of a report.
- Able to use appropriate adverb when writing a report.

Materials
- Sample reports

Activity:
- Students underline all the verbs in a report.
- Teacher and students discuss the verb tense in the introduction, body and conclusion of a report.
- Students fill in 10 blanks with appropriate verbs in a report.
- Students underline all the adverbs in a report.
- Teacher and students discuss the adverbs used in describing different situation.
- Matching statements containing adverbs to graphical data or diagrams.

<u>**Training Session 4: Text exploration**</u>

Date:
Time: 80 minutes
Topic: Time spent on different Daily Activities
Objectives
- Able to express numbers in different Ways
- Able to use quantifiers appropriately

Materials
- Sample reports
- handouts

Activity:

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- Students underline phrases which expresses numbers in a report
- Teacher introduces different ways of expressing numbers
- Students complete a report with phrases related to numbers
- Students underline quantifiers in the same text
- Teacher raise students awareness of countable and uncountable quantifiers
- Students complete a text with suitable quantifiers

Training Session 5: Joint Construction

Date:
Time: 80 minutes
Topic: The Prevalence of Smoking Habit among Adults
Objectives
- Able to write introduction, body and concluding statement of a report.

Materials
- Handouts (chart)

Activity:
- Rearrange statements to form a report based on charts provided
- Students write a similar report given in groups by expanding notes.

Training session 6: Joint Construction

Date:
Time: 80 minutes
Topic: World Illiteracy
Objectives
- Able to write introduction, body and concluding statement of a report.

Materials
- Handouts (table)

Activity:
- Teacher leads students to write report orally.
- Students write similar report in groups.

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