



Genre-based instruction in the EFL classroom: Triangulating teaching, collaborative writing, and pupils' texts

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While cumulative evidence highlights the positive effects of collaborative pupil writing (CPW, Storch, 2019), previous research has not considered younger learners and the potential impact of writing instruction on the pupils' texts. In turn, research on collaboration during genre-based writing instruction (GBWI, Hyland, 2016) has investigated collaborative genre-analysis (Hakim, 2023) and teacher-led, whole class writing (Caplan & Farling, 2017) rather than CPW.

To address these gaps, our research team designed an intervention for younger learners (8 pairs of high-school pupils taught by two teachers in an English as a second language class) articulated in two phases: a GBWI-based genre analysis, followed by a computer-mediated CPW task. The target genre consisted of online explanatory texts; specifically, the pupils were instructed to write a text publishable on an online magazine for foreigners living in Sweden on *How to survive Stockholm's public transport system*. In this genre, the text is structured in body paragraphs, each preceded by a question-formatted subheading and starting with a sentence that answers the question in the subheading and functions as a topic sentence anticipating the paragraph content.

The analysis focused on this genre-specific feature and was conducted through data triangulation combining video-recordings of the genre analysis, screen-recordings of the CPW task, and the pupil-written texts. A preliminary content-based analysis of genre-related episodes (Tardy & Gou, 2021) in the paired interactions shows that the pupils negotiated both content and text structure when proposing questions to be used as subheadings. Text analysis indicates that most pupil pairs formulated subheadings as questions; however, the first sentences in the body paragraphs were not always formulated as topic sentences answering the question in the subheading. Our work-in-progress plans to analyze whether differences among the pupils' texts may be attributed to the teacher-led genre analysis. Overall, this study sheds light on the process-product interplay in GBWI-informed CPW in the EFL classroom.

Keywords: Genre-based writing instruction, Collaborative writing, EFL

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