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The study of Genres in Textbooks: An Analysis of Globetrekker

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"Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life."

Brigham Young

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Abstract

For many years, genres were merely considered a literacy type of texts, but this meaning has been changed. Differente lines of genres's researches started to appear as English for Specific Purpose, North American New Rhetorical and Systemic Function Linguistics which helped to build the meaning of genre, which consists in "communicative events", "communicative purposes", and patterns of "structure, style, content and intended audience" (Swales, 1990) of written and oral texts, and may be a tool for helping teaching practices of a second language. The studies of genre are complex and follow different paths, but these studies are important to bring improvement to education. In Brasil, genres became a demand to textbooks used in public schools, including for the first time second language text books.

Key - Words: Genres, PNLD, textbook, Brazilian education, Globetrekker, Swales, ESP.

Resumo

Por muitos anos, gêneros textuais foram meramente considerados como tipos literários de um texto, mas este significado tem sido mudado. Diferentes linhas de pesquisa começaram a aparecer como English for Specific Purpose, North American New Rhetoric, e Systemic Function Linguistics os quais ajudaram a construir o significado dos gêneros textuais e que consiste em "eventos comunicativos", "propósitos comunicativos", e padrões de "estrutura, estilo, conteúdo e audiência" (Swales, 1990) de textos orais e escritos, e que pode ser uma ferramenta para o aprimoramento da educação. No Brasil, gêneros textuais começaram a ser requisito para livros didáticos usados em escolas públicas, que incluem pela primeira vez livros didáticos de língua estrangeira.

Palavras chaves : Gêneros textuais, PNLD, livro didático, educação brasileira, Globetrekker, Swales, ESP.

1.0   Introduction

For many years, the word genre was considered merely a word to define literary text types, but this concept has been changing since academic scholars focused on genres in a different way for different purposes. Many lines of research about genres emerged following different approaches, Sunny Hyon in *Genre in Three Traditions: Implications for ESL* (1996) summarized the three principal lines of research about genres which are *English for Specific Purpose, North American New Rhetorical* and *Systemic Function Linguistic*.

The ESP studies consider genre as "a tool for analyzing and teaching the spoken and written language required of nonnative speakers in academic and professional settings" (HYON, p.695) and includes the studies of John M. Swales who brought a new concept about genres in order to help non-native English speakers to write academic texts. Swales defines that genre are characterized by their "communicative events", "communicative purposes", and patterns of "structure, style, content and intended audience" (1990). The Swales 'work in the area of genres helped shaping the definition of genre in ESP studies and it resulted on a model called CARS (Create a Research Space), which consists in to find a rhetoric structure in a genre in order to help students to write an specific text. This Swales' model contributed to the studies of genre, and has been used to find a rhetoric structure of texts from many areas.

There is also the North American New Rhetoric study. It focuses more on situational contexts of genres, and social purposes than ESP studies. To specify better this study, Carolyn R. Miller, one of the NANR researchers, argues that "genres must be centered not on the substance or the form of discourse but on the action it is used to

accomplish"(p.151). This path of genres study analyses texts in order to describe its context, such as participants' observation, interviews, and document collection.

The last tradition that Hyon presented is *Systemic Functional Linguistic* developed in Australia and it is concerned "with the relationship between language and its function in social setting." (HYON, p.697). One of the most important scholars in this line of research is Michael Halliday, and his work about language brought a contribution to the area of genre. SFL in contrast to the previous traditions focused the studies on a different context which is aimed to help children and kids to write texts at school.

These three traditions of genres came up with theories and methods which helped to shape the concept of genres, bringing improvement to many areas of study, one of them is education.

In Brazil, genres began to be approached by the Brazilian government on Parâmetros Curriculares Nacionais (PCN) in order to set a curriculum pattern of textbooks to Brazilian public schools. For the first time, in 2000 the PCN approached genres in textbooks aimed to improve the learning process of L1 (Portuguese) and L2 (Foreign language). The PCN suggests that texts should contextualize the information presented on the tasks. For example, written production tasks in these textbooks should bring on clear and explicit communicative situations, which have an explicit goal for who is writing this text. In 2012, the Ministério da Educação (MEC) published an official document named *Plano Nacional do Livro Didático* (PNLD) presenting the patterns and demands which the textbooks used in Brazilian public schools should follow. Some of these demands are about genres, the criterion of the document requests "Does it contain diversity of textual types, genres, verbal and non-verbal texts?" (p.13), and "Does it relate written text production to a variety of genres and contexts?"(p.13).

One of textbooks chosen was *Globetrekker*collection to English classes. This collection was published by Macmillan in 2012 to high school grades of brazilian public schools. The Globetrekker collection considers itself as *"Accord to Parametros Curriculares Nacional"*, that means Globetrekker follows PCN demands, and thus genres demands.

The objective of the current study is to analyze how genres are approached in the writing section of PNLD Globetrekker textbook, using a framework based on Lima's (2007) which consists in a) explicit indication of the genre b) the addressee; c) the communicative purpose, and d) the rhetorical structure of the genre, and the objective of this current study is to analyze how genres are approached in the writing section of textbooks.

2.0   Review of Literature

Over the years, the meaning of the word genre has been changing according to many lines of research. Genres became an important topic of discussion among scholars bringing different approaches and points of view. One of them isJohn M. Swales in ESP defines genre as "oral and written text types defined by their formal properties as well as by their communicative purposes within social contexts*"* (1981), Swales brings genres in order to analyze and teach spoken and written language to help nonnative English speakers to academic and professional purposes. From another scholarship, New Rhetoric studies focus more on situational context of genres, concerned in teaching language which includes academic and professional writing, in order to help university students and professionals understand the social functions and actions of genres. Another approach is Systemic Functional Linguistics, developed in Australia by Michael Halliday. SFL makes a connection between language and its function in social aspects, and in contrast to ESP and New Rhetoric studies, it does not focus in

professional and academic writing, but it aims in texts from primary and secondary schools.

The studies of genre attempt to investigate how and why these texts are formulated as they are. As Bawarshi and Reif (2010) mentioned in the bookGenre: An Introduction to History, Theory, Research and Pedagogy :"In short, it calls for understanding genre knowledge as including not only knowledge of formal features but also knowledge of what and whose purposes genres serve; how to negotiate one's intentions in relation to genres' social expectations and motives; when and why and where to use genres; what reader/writer relationships genres maintain; and how genres relate to other genres in the coordination of social life." (p.4). These studies about genre emerged in many countries as United States, Brazil, France, Australia and Switzerland, in many areas and disciplines as education, applied linguistics, rhetoric, compositional studies, discourse analysis and so on. The studies of genre became a support framework to improve the second language learning process, developing educational practicesas in ESP and New Rhetoric studies which focus on academic and professional written in order to help non-native English speakers to write in English using genres, or SFL which addressees their studies to children and teens students to improve their learning of a second language.

Many scholars started their theories in the area of genres, and developed different pedagogical applications which followed different paths. Sunny Hyon in *Genre in Three Traditions: Implications for ESL* (1996) brings on and defines English for Specific Purpose, New Rhetoric and Systemic Functional Linguistics approaches, the three principal traditions about genres.In English for Specific Purpose (ESP) the focus of the researchers is use "genre as a tool for analyzing and teaching the spoken and written language required of nonnative speakers in academic and professional settings" (HYON, p.695). The work of John M. Swales (1984) is crucial in the field of

ESP studiesand the author conceptualizes genre as "a set of communicative events that are characterized both by their communicative purposes and by various patterns of structure, style, content and intended audience" (p.58). Swales brought a new concept of genre that before was only associated to the grammatical form of a text. Moreover, ESP also focused in using genres to improve the learning process of a second language, as using genre to help nonnative speakers of English to write academic essays. This context was used by Swales to create the CARS (Create a Research Space) model which basically analysis and creates a structure of a text, following a rhetorical specific purpose. In this case, Swales based his research on the structure of introductions from academic research papers, in order to help nonnative English speakers to write academic papers. Being more specifically, the objective of CARS model is "Verify thatthe abstractsand dissertationshave aregularstructureand a regulartextualcompositiontoset upas agenre, and sopropose aformalization ofthis structure, taking intoconsiderationthe conventionsgenerated inits specific socio-communicativecontext, as part of scientific academiccommunity" (Bias-Rodrigues, Hemais. p.122).

Another line of genre theory is the North American New Rhetoric studies, which consists of "a variety of disciplines concerned with language teaching, including rhetoric, composition studies, and professional writing."(Hyon, p.696) The scholars in this line of study focus more on situational contexts in which genres occur, and the emphases is on social purposes. Carolyn Miller explains that "a rhetorically sound definition of genre must be centered not on the substance or the form of discourse but on action it is used to accomplish" (p.151) Many scholars in NANR have used more ethnography than linguistic methods to analyze texts in other to describe its context, such as participants observation, interviews, and document collection. Scholars in NANR tend to focus more on social context then teaching practices itself, as Charles

Bazerman explains "The more you understand the fundamental assumptions and aims of the community, the better able you will be … to evaluate whether the rhetorical habits you and your colleagues bring to the task are appropriate and effective."(p.323)

The last genre study which Hyon presents in her article is Systemic Functional Linguistics. Developed by Michael Halliday in Australia, "Systemic functional linguistics is concerned with the relationship between language and its function in social setting." (HYON, p.697) Halliday in order to shape language in a social context uses *field, tenor and mode*(1978) together to determine the *register of language.* Halliday's focus was not on genres but language, but Jim Martin developed genres theories using systemic functional linguistics. Martin defines and divides genres as *staged* and *goal-oriented social process.* (1987). In contrast to ESP and New Rhetoric studies which use professional and academic genres, systemic functional linguistics focus on primary and secondary school contexts, in order to help children and teens in writing, developing a new approach to literacy education.

Out of the three traditions presented before, following another path of genres' studies, Tzvetan Todorov in The Fantastic (1973) comes with Theoretical and Historical tools to identify genres in literary texts. Todorov defines as Theoretical approach because it does not start with actual practices of texts, but with theoretic categories to classify texts. On the other hand, Historical approach comes with an inductive method, "from an observation of literary reality" (Todorov, p.13), using observation to define structural patterns of texts. These both tools are used as a set of categories in Neoclassical approach. Neoclassical pursue to organize genres in literary texts, it uses these tools to classify and describe genres, instead of examine how these genres emerge, as Bawarshi and Reif explained "Neoclassical taxonomies seek to organize relations between literary texts, the main critique of such approaches has been the way they

universalize the ideological character of genres rather than seeing genres as emerging from and responding to socio-historically situated exigencies." (p. 16)

In systematic studies, Northrop Frye is known to use it to define genres in literary texts. In *Anatomy of Criticis* (1953), Frye traces a complex, intertextual literary pattern in which literary texts are defined. This study is in Structualist approach, which can be summary as: "Structualist approaches are more concerned with how socio-historically localized genres shape specific literary actions, identifications and representations." (Barwashi, Reif, p.18). Basically, Structualist approach uses genres to organize textual actions, localizing specific literary shapes, concerned with social-historical context of literary texts.

Offering a large landscape to study genres, another genres approach is Cultural studies, which aims to examine the dynamic relation between genres, literary texts and their social – cultural context, and how genres are organize, generate and normalize. Also, Cultural studies not only focus on literary texts, but on every day genre, written and spoken. Mikhail Bakhtin (1982) is one of the most important scholars of Cultural studies, he presents in his work important concepts of genre which are called Horizontal and Vertical. Horizontal represents the natural form of a genre which becomes a response to another genre, and Vertical is what he calls as primary and secondary genres. Barwashi and Reif (2010) give an example of Horizontal and Vertical in practice:"When we answer the phone with "hello" during an actual phone conversation, for instance, we are using a primary genre, but if that rejoinder and the phone conversation that ensues were recorded and included as part of a cross examination in a trial, then the primary genre becomes recontextualized and altered as part of the secondary genre of cross examination." (p.26)

Those genres studies helped to bring on the discussion about the importance of genres, and how it influences on the teaching and learning processes of a second language, and to understand better the texts presented in our lives. In ESP, scholars investigate rhetorical characteristics on the texts to understand genres, while North American New Rhetorical studies are more directed to investigate genres in its social context, and Systemic Functional Linguistics intend to use genres to improve children and teens to write texts using literacy education. On the other hand, Neoclassical and Structualist studies aim to organize genres in literary texts, while Cultural studies bring a bigger point of view of genres, not only focused on literary texts, but also in written and spoken texts of our everyday context.

2.1   The Swales' studies

To understand better the meaning of genres and their function, the work of John M. Swales is the main resource of this research. Swales gives an explanation about what genres are, bringing it to an educational context, and also brings a model which helps to find a rhetorical structure of a genre. His importance in genre's studies and how genres are approached are the reason why Swales is the main author for this research.

Swales' work is important in the studies of genres especially when it is associated to genres analysis in academic and professional contexts. His work contains concepts which analyses genre and its social practices by creating a research space, helping learners to develop well-written academic and/or professional texts using genres. Swales published articles about the use of genres in academic and professional contexts, and also some books as: *"Academic Writing for Graduate Students: Essential Tasks and Skills"* (1994), *"Other Floors, Other Voices: A Textography of a Small*

University Building"(1998),*"English in Today's Research World: A Writing Guide"* (2000).

In the article *"The Social Rhetorical Propose of John. M. Swales to the Study of Genres"*, Hemais and Biasi-Rodrigues present a guide of Swales's work and his concepts about genres, and his model called CARS (Create a Research Space). On page one hundred thirteen, Hemais and Biasi-Rodrigues explain the definition of genres by Swales divided in five elements. The first element which characterizes genres is that a genre is a class of communicative events. It constitutes in a discourse, the participants, the discourse functions and the place which it is produced and received. The second is that a class of a communicative event shares a communicative purpose. It means that genres have to perform one or more objectives. Third is the genres' characteristics, a text is classified as part of a genre group if it follows similar characteristics of texts from this group. Fourth is the logic of genres. The genres follow a logic which its participants can recognize and utilize it with its appropriate purpose. And the last one is the terminology of a genre. It refers to the terms attributed to the genre that the participants use.

Swales' work in genre originated the CARS (Create a Research Space) model which consists in a rhetorical structure used to find a regular pattern in a textual composition in order to find its genre. It is a result of research using one hundred eighteen introductions of physics, education and psychology research papers. Swales concluded a rhetorical pattern in those introductions in four moves: establish the research field; summarize previous researches; prepare the current research; and introduce the current research. It has been used by many scholars in different academic contexts to find a pattern in texts. Swales modified this moves since scholars started to apply it to others texts, so the

moves may change according to the use in different contexts in order to find the rhetorical structures in the texts.

2.2   Genres in Brazilian Education

In Brazil, genres started to be mentioned by MEC (Ministério da Educação) in order to improve Brazilian education in public schools and its textbooks. The *Plano Nacional do Livro Didático* (PNLD)is a public document published by MEC to plan, define and choose these textbooks which would be used in Brazilian public schools and, included for the first time in 2012 foreign language textbooks. These textbooks should follow the patterns and demands according to MEC to be selected, and some of these demands were about genres, included in the topics about texts and textual production.

The demands about genres appear in the criterion session of PNLD, which one is in the topic about texts demands as: "Does it contain diversity of textual types, genres, verbal and non-verbal texts?"(p.13), and another is in the textual production, which presents the following criterion: "Does it relate written text production to a variety of genres and contexts?"(p.13)

The answers for these questions appear in the description about the textbooks chosen by MEC. The PNLD document explains why these textbooks were chosen presenting a review about them, giving a feedback about the criterions which the textbooks should fulfill. One of these textbooks is the Globetrekker collection, created specially by MacMillan to be used in Brazilian public schools, following the demands from MEC and the PNLD, and also including those genres demands.

3.0   Method

Analyzing the way genres are approached in the writing sections of the school textbook *Globetrekker* will be the motivation for the pursuit of this study. This section, therefore, explains the methodological procedures of the analysis, i.e., the criteria of selection of the textbook, as well as the procedures for data analysis.

The textbook Globetrekker was one of the books chosen by Programa Nacional do Livro Didático, (2012) to be used Brazilian public schools. As this book is used in one of the schools next to the university I study, Colégio Aplicação, and this is considered one of the best schools according to the level of approval in the entrance exam of my university, I decided to analyze one of the books of this collection.

As to analyze the written production activities proposed by the textbook Globetrekker, I intend to use a framework based on Lima (2007) which includes a) explicit indication of the genre b) the addressee; c) the communicative purpose, and d) the rhetorical structure of the genre

The first category of the framework mentioned above aims at analyzing whether the writing activity explicitly indicates the genre to be produced. The second criterion, the addressee, will verify whether the activity considers writing as an interactive process that considers the existence of an interlocutor to whom the text is addressed. The third criterion investigates the purpose of writing and the fourth criterion examines the presence of the rhetorical organization of the genre that will allow students to be aware of the components of that genre.

The textbook Globetrekker selected by PNLD was published by Macmillian, and written by Marcelo Baccarin Costa is specifically published to Brazilian public schools. According to PNLD (2012), the collection presents appropriated topics to *Ensino*

Médio, relevant to social context of students, and also presents different kinds of genres in relation to English native-speakers communities. In relation to genres in written production activities, the PNLD considers that the collection has a good variety of genres, and the topics are properly appropriated. Adding, the collection affirms itself that is "Appropriated according to PCN" in the back over of each book. It means that, if Globetrekker collection is according to PCN, it should present genres relevant to students, which are students from Brazilian public schools, as PCN mentioned as a requirement in the document.

This research aims to identify genres presented in one of the books chosen by PNLD, Globetrekker, published by Macmillan, and especially created for Brazilian high schools. This will be a qualitative research that is a reflection based on the references presented in genres studies, and an analysis of the texts presented in Globetrekker. The objective of the current study is to analyze how genres are approached in the writing section of PNLD Globetrekker textbooks.

As to reach the general objective proposed above, the research approaches two specific objectives: i) verify the explicit presence of the genre to be produced in the activity and ii) investigate the way the communicative purpose, and rhetorical structure of the genre are approached

My General question is: How are genres approached in the PNLD Globetrekker textbook published in Brazil?

In carrying out this research, two specific research questions are brought about:

1. Does the genre to be produced explicitly appear in the writing activity?

2. To what extent are the communicative purpose, the addressee, and the rhetorical structure established?

3.1 Description of Globetrekker

The book used for this analysis is the Globetrekker number three, used in the third year of the Brazilian high school, published in 2012. This book is a part of a collection of three books, each one created to be used in a specific grade of high school. The third book was chosen for this research because it may contain better developed written production activities taking in consideration that in the third year of high school the students are familiar to English.

In the presentation of the book, the authormentions genres presented in the activities of the book: "The genres presented are the most varied. We always look for bringing the real to the classroom, with texts which the students will find outside the school, with audios similar to what the students will listen in other places, and with purpose of consistent written and oral production which the students will use in his/her daily life."(p.3)is interesting to comment here that this use of varied genres is accordance with the review made by PNLD that point out on page on page forty-six that: "There is also a set of genres, reflecting the diversity of representative practices of the English speakers communities."Therefore, this collection is to be based on genres as a social practice.

Still in the presentation of the book, the author on page nine in *"Estratégias de Compreensão"* there is a topic *"Determinar o gênero"* which gives a brief explanation about genres and their importance: "You are with somebody at the supermarket and this person is holding a piece of paper and a pen. You can see a few words written forming a

column, but you cannot read it. Every time that this person puts a product inside the shopping cart, he marks a check on the paper. What kind of text is it? If you said 'shopping list', you are right. When you identify a genre of a text, it is possible to foresee many of its characteristics, even before read it. Reading is facilitated because you know exactly what to expect from this kind of text." (p.5)

This text gives a brief explanation about what genre is in a comprehensive way, it explains what basically genre is. The author brings in the beginning of the book the concerning about genres, that the use of genres is present in the activities. It is present that Globetrekker shows the book is following PNLD demands, but what is important is if genres are truly being used in the activities, and not only giving a name to old practices. This research aims to know how these genres are being used in the written production activities, and if these activities are relevant in creating a communicative situation to the students.

After the presentation of the book, there is the section *"Conheça seu livro",* which introduces the units of the book.It is divided into twelve sections: *"You are what your wear", "The world of faith", "Job$", "Microscopic friends and foes", "The seeds of progress", "The art of communication", "Breaking news", " Rules and regulations", "Digital literacy", "Living in a consumer society", " Test time!"* and *"Turning points".*

The section entitled *"Think and write",* is the one that focuses on written production and, according to the author"In think and write you will develop written skills with tasks which uses to start the texts from the unit"(p.5) There are nine activities that deal with written production, which most of them are entitled with the genre which is going to be used in the activity. Most of the written production activities in the book use the main theme of the unit as the topic to the student write about. Therefore, the genre to be

selected for the writing section is part of the genres that circulate among participants of that discursive community.

4.0 Results and Discussion

As aforementioned, the analysis of the Globetrekker book, will focus on the framework which is going to be used is based on Lima (2007) which includes a) explicit indication of the genre b) the addressee; c) the communicative purpose, and d) the rhetorical structure of the genre. Each of the written production activities is going to be analyzed according to the categories above.

The first activity of written production appears in the third unit of the book which is named *"Job$"* (pg. 36 – 46)the sub-section *"Think and Write"* (p.43)focuses on the production*"Online forms"*.

(Figure 1, Online Forms)

The activity proposes the writing of a form based on a text showed before, andit presents some parts that should be considered when writing a form, considering some points to write a form in English.

As can be seen in the figure 1 presented above, the genre is explicitly presented. The addressee of this activity is a website from the text *"Finding Solutions Abroad"*. The reason why student will write this form is explicit but not very realistic; the main reason of the activity is to fulfill an online form to be a volunteer in another country presented in the text before, and it shows how to write a form in English, but it does not create a real situation of writing an online form, the student just has to fill the blanks and has to write about what the previous text was talking about; the students cannot write a form in another website that they would prefer to.The communicative purpose, therefore, is not a real purpose; it is being used as a didactic situation.

The rhetorical structure of this form is approached as it presents the parts of an online form. However, these are not presented as moves or steps as they are not approached as obligatory or optional elements of the genre.

Unit five, *"The seeds of progress"* (ps.64 - 74) the written activity presented is a *"Paragraph Writing"*(p.73)

think and write Paragraph writing

1. A paragraph usually begins with a topic sentence containing the main idea. The topic sentence is then followed by two or three supporting sentences which are related and give you more information about the topic. Look at the example.

Transgenic food has hardcore support and opposition with arguments both for and against it. Supporters say that genetically modified food (GMF) has the potential to "feed the world", as crops can now be grown in conditions that were impossible in the past. Opposition, however, claims that transgenic technology has only been used for the "rich people's pleasure", with more attractive products in top supermarkets. They say that the corporations who detain the technology have no interest in sharing it to feed starving people.

2. Now look at the topic sentences below. Choose one of them. Write three supporting sentences for the topic sentence you choose. Use the text above and the *Reading 2* text as references. Write your text in your notebook.
   • Agriculture has always been central in the history of Brazil.
   • Global warming has unpredictable consequences.

(Figure 2, Paragraph Writing)

The task is defined as *"paragraph writing"*, the purpose of this task is to write a topic sentence of a paragraph. In this task it is clear the misunderstood regarding the concept of a genre. A topic sentence is not a genre, it is a part of a genre, which could be an article, report, novel, and so on.

In the unit six *"The art of communication"*(ps.76 - 86), the task here suggests the genre as*"A telephone message"* (p.84), which indicates explicitly the genre of the activity.

(Figure 3, A

Telephone Message)

The student is supposed to write a telephone message, a written note to a person who the activity indicates. When the enunciationpresents "a telephone message" the author presents an artificial context in which the students have to write a message. There is a telephone conversation between two people about another person and after reading this, the student is supposed to write a note to this third person telling him/her what was said before on the telephone, and this shows the addressee of the activity. Concerning the purpose of the genre, we can notice that the conversation between the characters includes the student, referring as "you" trying to include the student in a communicative situation, but the entire context is constructed by the activity. What the student has to write on the message is already done on the conversation; the student just needs to repeat the information above. There is no gap to create a real context to the student who

is doing this activity. The rhetorical structure genre is present but the purpose of each of these parts is not demonstrated.
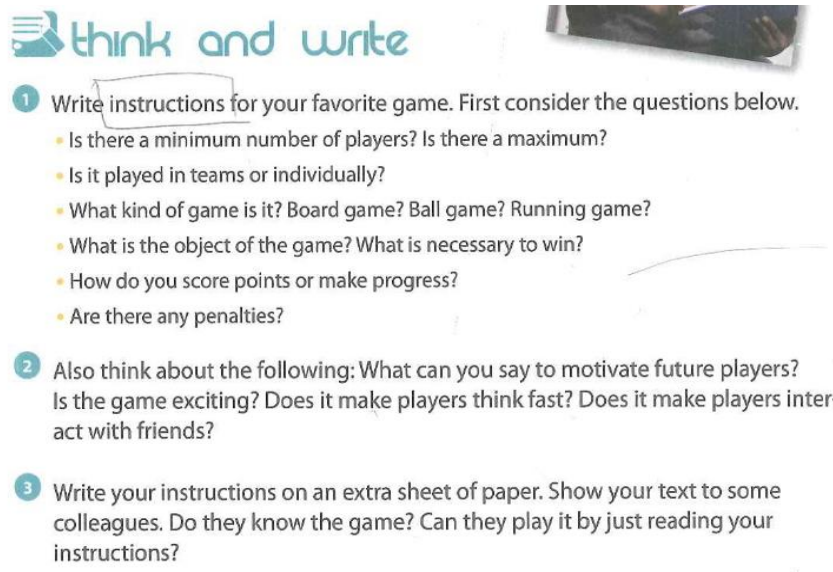
Unit seven, *"Breaking news"*(ps. 92- 102)) there is *"Note Taking"* (p.100), which is about taking notes.

(Figure 4, Note Taking)

The task suggests that the student is a journalist, and he/she should take notes about a piece of news that happened lately in his/her school. The indication of the genre in this task is explicit; the genre here is note taking. The addressee is not explicitly indicated, it just asks to take notes about a piece of news, and, probably, the addressee is the student him/herself. The communicative purpose is stated as the activity proposes the importance of note taking. Additionally, the activity uses a real context, which in this case is the school context of the students. However, the activity just mentions the importance of note taking but dos not explicitly explains why students should take notes of a piece of news that happened at the school. The rhetorical structure of this activity is simple. The activity gives some steps to the student to take some information according to the questions presented above and write a brief list of topics.

Unit eight, *"Rules and regulations"* (ps. 104 – 114) there is the section *"Think and write"*(p.112)

(Figure 5)

In contrast to the previous sections, there is a specification of the genre as can be seen above that is game instructions. As the result, the indication of genres is explicit in this section. The addressee in this section is indicated, it suggests the student to write instructions about his/her favorite game and show it to his/her colleagues, it means the addressee indicates an interaction between the student and his/her colleagues. About the communicative purpose, the activity is presented in the context of the students which is writing instructions of the student's favorite game in order to share it to his/her colleagues. It creates a real context since it lets the student choose the game he/she will write about. Also, the activity suggests the colleagues to play the game following these instructions creating a real purpose for the activity. In this section, there is no indication of a rhetorical structure. It does not present to the student any structure to follow, nor steps to write a game instruction.

On unit nine *"Digital literacy"*(ps.116 – 126), there is the section *"Think and write"*(p. 124) presenting as *"A customizable web portal"*.
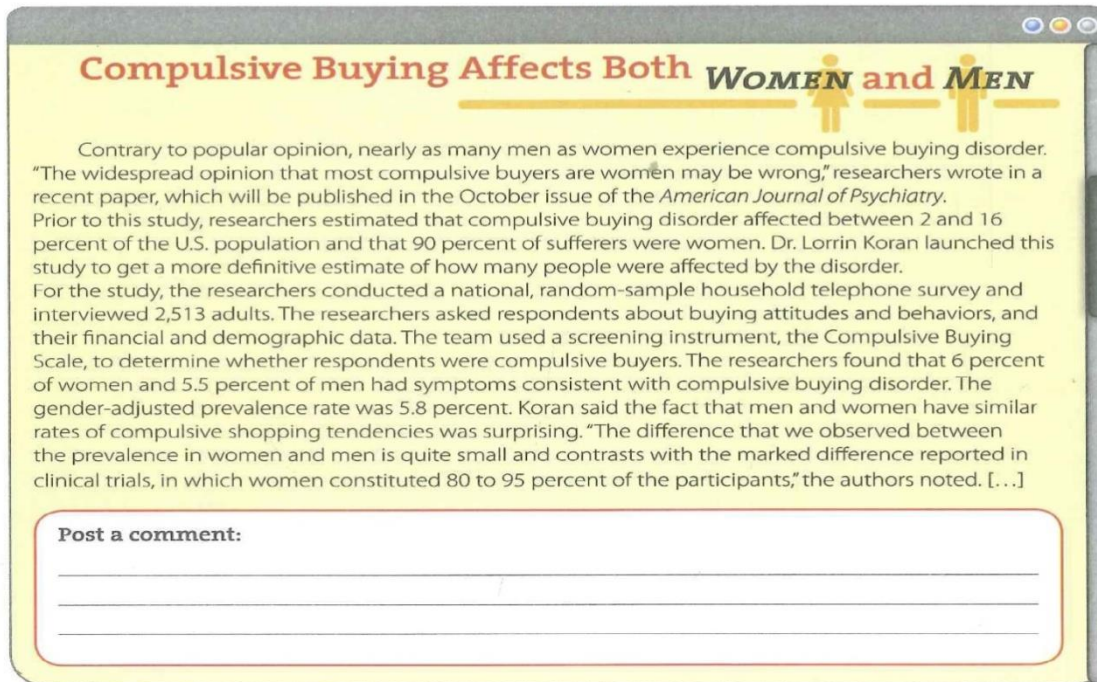

(Figure 6, A Customizable Web Portal)

The section presents a customizable web portal indicating this is the genre which will be used in the activity, yet this is not a genre but a genre's support. The support of a genre according to Marcuschi (p. 10) is the place (physic or virtual) where a genre stands. It has to have a specific format, and it is used to present the genre. This indicates that to customize a web portal as the section suggests means to create a support to the genres. As can be seen on figure six, there are some items which actually are genres as an e-mail, news, and chat items. The section does not ask the student to write about one of these items, but just customize a web portal, canceling the use of genres in this activity.

Unit ten, *"Living in a consumer society"* (ps. 132 – 142), the section is *"Think and write"* (p. 140) presented as *"Posting a comment"*.

think and write Posting a comment

Look at the article fragment below. Your task is to read it carefully and then write a short text as if you were posting a comment on the website. Before you write your text, think about the following questions.

a. Did you understand the article's argument?
b. Do you agree or disagree with what the article is saying?
c. If you agree, will you point out any particular aspect in your comment?
d. If you disagree, will you present reasons why?

Compulsive Buying Affects Both WOMEN and MEN

Contrary to popular opinion, nearly as many men as women experience compulsive buying disorder. "The widespread opinion that most compulsive buyers are women may be wrong," researchers wrote in a recent paper, which will be published in the October issue of the *American Journal of Psychiatry*.
Prior to this study, researchers estimated that compulsive buying disorder affected between 2 and 16 percent of the U.S. population and that 90 percent of sufferers were women. Dr. Lorrin Koran launched this study to get a more definitive estimate of how many people were affected by the disorder.
For the study, the researchers conducted a national, random-sample household telephone survey and interviewed 2,513 adults. The researchers asked respondents about buying attitudes and behaviors, and their financial and demographic data. The team used a screening instrument, the Compulsive Buying Scale, to determine whether respondents were compulsive buyers. The researchers found that 6 percent of women and 5.5 percent of men had symptoms consistent with compulsive buying disorder. The gender-adjusted prevalence rate was 5.8 percent. Koran said the fact that men and women have similar rates of compulsive shopping tendencies was surprising. "The difference that we observed between the prevalence in women and men is quite small and contrasts with the marked difference reported in clinical trials, in which women constituted 80 to 95 percent of the participants," the authors noted. [...]
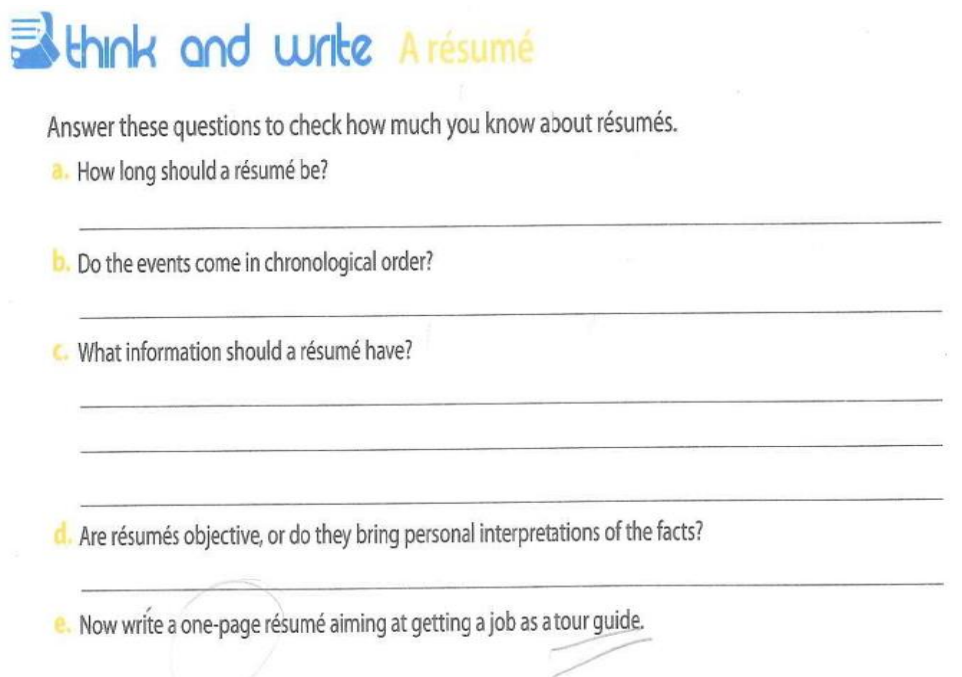
Post a comment:
_____
_____
_____

Adapted from: www.medicalnewstoday.com/articles/53144.php

(Figure 7, Posting a Comment)

The indication of genre is explicit in this section, referring to post a comment. The addressee is not indicated, it just asks to the student to post a comment about a text in a fiction situation suggested by the activity, there is no consideration to whom this comment will be read. Also, there is a lack of communicative purpose of the activity. The communicative purpose presented is not real, it just simulates a situation of posting a comment on a website which is done in the activity, and this does not give any gap to the student writes a comment in a website which he/she could choose. Also there is no indication about why the student has to write this comment, it does not present any further using of this comment. About the rhetorical structure, as can be seen on figure seven, the structure of the post comment is done, the student just has to fulfill the blank writing his/her opinion about the text above.

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Unit eleven *"Test time!"*(ps.144 – 154), the section is "*Think and write*" (p.152) defined as *"A résumé".*

Figure 8, A Résumé

It is explicit the indication of genre as seen above, which is *"A résumé"*. There is no indication of the addressee in this section, the activity just asks to the student to answer a few questions about résumés and then to write a one-page résumé, which concludes that there is no explicitindication of a communicative interaction. Also, there is a lack of a communicative purpose in this activity. The activity indicates to the student to write a résumé to get a job as a tour guide forbidden the creation of a real context to the student, taking away the possibility to let the student choose which profession he/she wants to get, and then write a résumé to this job. The activity does not present a rhetorical structure, it does not describe how to write a résumé, nor any structures or steps that the student could follow to write it.

On unit twelve *"Turning points"* (ps.156 – 166), the section *"Think and write"* (p.164).This activity presents explicitly the indication of genre, it is about writing the beginning of a graduation speech.

(Figure 9)

It is supposed to be a group activity, so the addressee in this case is indicated, considering a communicative interaction among the students. Also in this section, the communicative purpose can be seen as a real purpose to students including their real context, taking in consideration that these students are in the last grade of high school, and this activity purposes to write the beginning of a graduation speech that may be helpful to the students, and it may motivate the students to write this lesson. The rhetorical structure of this activity is not presented in the section. There are some steps about what the groups should do to improve their speeches, but it does not show a rhetorical structure of a speech to inform the students how a speech should be written.

5.0   Final Remarks

Concluding this analysis from the data presented above, the third book of the Globetrekker collection presented the use of genres in written production activities as the PNLD requested, approaching different kinds of genres, but according to the research questions, there are some points to be revised.

Most of written production activities presented explicitly the genre chosen to be used. However there are two misunderstood about genres. In the activity *"Paragraph Writing"*(p.73), the activity suggests to write a topic sentence, but this is not a genre, it could be a part of one (an article, report, essay), and in "A customizable web portal" (p.124), the activity confuses genre to its support, canceling the use of a genre correctly. Moving to the addressee of the activities, there are also some which does not indicate explicitly the addressee. These activities just ask to the student to write the genre indicated without addressing the text, but most presented explicitly and addressee of the text. Also, there is a lack of a communicative purpose in some activities. Some of them do not create a real communicative purpose, the situation is fictional and the student just has to fulfill blanks, or repeat the information mentioned before in the activity. Besides, there are some which present a real communicative purpose to the student which he/she can use it in a real context as school context. The last item analyzed is the rhetorical structure. A few activities presented steps or instructions to the student follow and write the text requested. Most of them do not present a rhetorical structure of the genre, and some present the structure done, and the student only needs to fulfill the items with the information requested.

6.0   References

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