

INQUIRING INTO A TEACHER'S UNDERSTANDING OF GENRE-BASED PEDAGOGY: A CASE STUDY

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INTRODUCTION

Issues: - Indonesian Curriculum, Teaching English through text informed by SFL-GBA approach

- Teachers' roles in achieving the objectives of the curriculum
- Teachers' impractical implementation of genre
- The importance of growing the knowledge of genre pedagogy for teachers

Gap : Limited study on exploring teachers' genre pedagogy transformation in Indonesian context

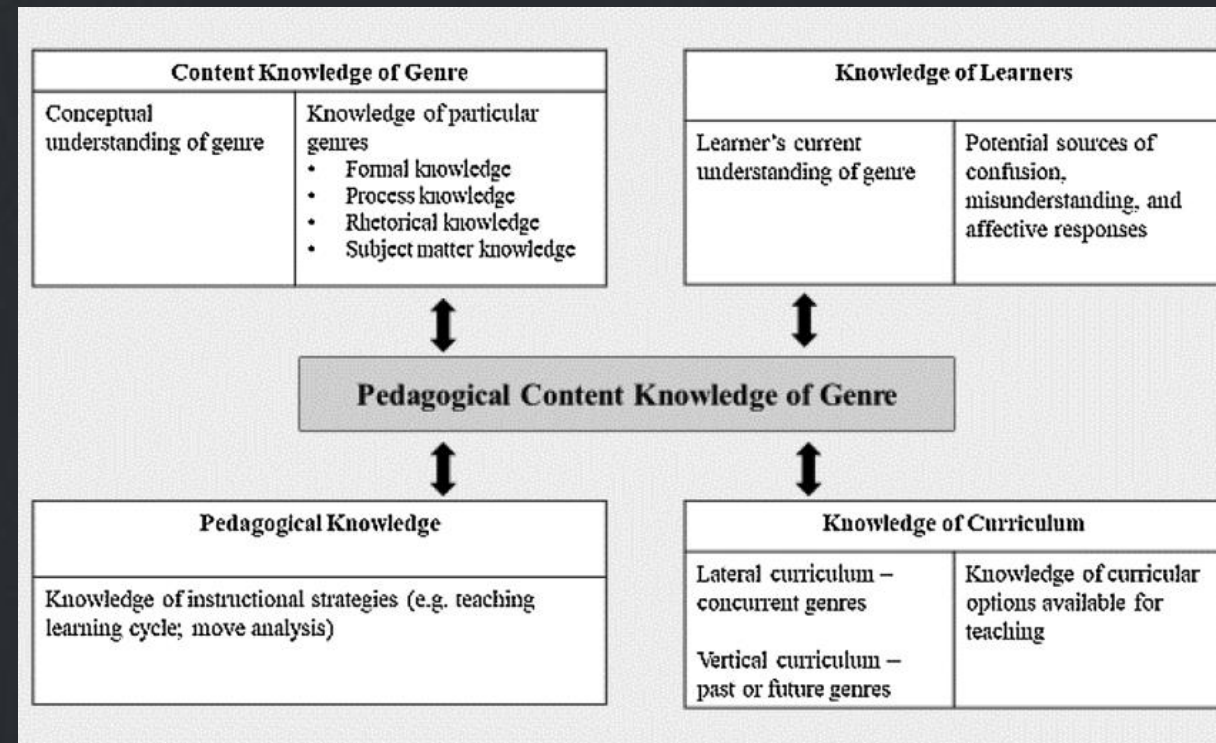
RQ : How does the teacher's understanding of genre pedagogy evolve?

LITERATURE REVIEW

Genre-based Approach: SFL-GBA (Halliday, 1978; Hyland, 2007; Martin, 2010; Emilia, 2011, 2014)

- The notion of genre
- Principle of SFL-GBA
- Teaching cycle of SFL-GBA

Pedagogical content knowledge of genre by Worden (2019)



METHOD

Research Design	A case study
Selective Participant	A novice teacher at one of the junior high schools in West Java with four years of teaching experience, and is a graduate student of English Education.
Data Collection and Analysis	Three sessions of semi-structured interview; coding and thematic analysis

FINDING AND DISCUSSION

(1) The early years of teaching

- Partial teacher's initial knowledge of genre pedagogy on text types and writing (Similar findings on Emilia, 2008; Kartika-ningsih & Gunawan, 2019; Rini et. al; 2021)
- Teacher's limited knowledge of the concept of genre due to her past academic experience and identity before teaching (Tardy, et. al., 2018; Farr, 2015; Hedgcock & Lee, 2017)

(2) Growing awareness through continued academic and professional experience

- Repeated exposure to disciplinary content as embodied in genres and deductive guidance provided explicitly through instruction (Devitt, 2009; Flowerdew, 2015; Johns, 2015).

- Analysis of sample product of students writing, and reproduction of writing to recognize the “multi-voiced” nature of genres and their variable conventions (Bazerman, 2009; Devitt, 2015; Tardy, 2016)
- Disciplinary genre competence through discussion (Artemeva & Fox, 2010; Gee, 2008)

(3) Genre pedagogy in practice

- Signifying a mature sense of competence and autonomy (Johnson, 2009).
- Affecting the teacher’s knowledge of language and knowledge about language, pedagogical content knowledge, and teaching skill (Borg, 2001; Richard, 2010; Tsui, 2019; Freeman & Johnson, 1998)

CONCLUSION

Investigating how teachers develop their genre pedagogy understanding to explore why some studies revealed teachers' impractical implementation of genre or what extent of learning and training needs to be given to teachers. The finding of this study shows how a novice teacher's understanding of genre constituted three main stages: (1) the early years of teaching, (2) growing awareness through continued academic and professional experience, and (3) genre pedagogy in practice. Thus, teachers' genre knowledge growth is constructed and influenced by which teachers learn as students and teachers. Further, it emphasizes that in order to develop teachers' understanding of genre pedagogy, it is imperative that they be given ample exposure to theory and practice.

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THANK YOU!

