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**Explicitly Teaching Five Technical Genres to  
English First-Language Adults in a Multi-Major  
Technical Writing Course**

**Dr. Samir Khan**

Assistant Professor in English,

APJ Abdul Kalam University, Indore

**Abstract:**

My research focuses on students who speak English as their first language and are currently enrolled in a technical writing class open to students from many majors. I will report in this post on the outcomes of teaching these students five distinct types of technical writing. In this case, the students in issue have English as their mother tongue. Previous experimental research has shown that it is useful to explicitly teach academic writing to adults who speak English as their first language. The findings of the research have proved this.

In contrast, no research on technical writing has ever been conducted compared to this study's level of depth and breadth. In order to investigate these effects, I employed a strategy that included a few different research approaches. In order to present a more comprehensive, in-depth characterization of the 534 texts authored by 316 student authors, this approach consisted of a control-group quasi-experimental design with a qualitative analysis. These were the components that made up the strategy. According to the findings, the participants in the genre workshop created writings with a significantly higher

sensitivity to audience, purpose, structure, design, style, and editing than those generated by participants who were taught using more traditional approaches. Participants displayed a superior awareness of audience, aim, and editing while working within the framework of technical genres in the job materials text type instead of the procedures text type. This was the case when comparing the two text types. When contrasting the two different forms of text, this was the result.

**Keywords:** technical writing, explicit teaching, the study of genres, experiments that border on the theoretical, and writing that is technical

## **1. Introduction**

The purpose of this study was to give an experimental viewpoint on how students in technical writing courses for several majors react to the explicit teaching of genres. The purpose of the study was to provide this viewpoint. The research was conducted to offer a perspective like that as a result of its findings. I also explore whether or not meta-discourse functions, which include the kind of wide text in addition to the participants' sexes, years, and areas of concentration participants, influence the treatment outcomes. This is done to determine whether or not these factors affect the therapy results. (Carter, Ferzli, & Wiebe, 2004; Wilder & Wolfe, 2009) The results of prior experimental research have shown that explicit techniques are useful in instructing academic writing principles to a wide variety of adult students whose language spoke during birth is English. These students come from diverse cultural and linguistic origins, and English is their primary communication medium. On the other hand, no study on technical writing has been carried out that can be compared to this one and has been done. Moreover, no research on technical writing has been done. One of the key focuses of the technical writing class is on be ingrained in the curricula of educational establishments of higher learning all over the world. The lecture halls are now at capacity, with students majoring in a wide array of topics directly resulting from the program's popularity. These students are all demanding that their instruction be specially catered to the field in which they are majoring.

### **1.1 The Efficacy of Explicit Teaching**

The term "explicit teaching" refers to any debate that articulates the formal features of a genre, including any dialogue that discusses the cultural, political, or social problems related to the genre—influence such characteristics. Explicit teaching can occur in various settings, including classrooms, seminars, and workshops. There are many different environments in which explicit instruction may take place. It is possible to get explicit education in various settings, including but not limited to classrooms, libraries, and museums. Other potential places include the following: (Freedman, 1993, p. 224). Explicit lessons that are well-designed adhere to a particular format, which includes the following steps: first, the instructor establishes the learning purpose; then, they elucidate to the pupils the newly acquired ability; then, they demonstrate how they should react, and ultimately, they help the pupils practice the skill until they are confident in their ability. Then, they can perform it independently. Explicit lessons that are well-designed follow this format. Explicit well-designed lessons adhere to a precise structure consisting of the following steps: first, the teacher outlines the learning objective; next, they describe the new skill to the students. Lastly, the instructor assesses the students' mastery of the new skill (Boyles, 2002). In order to accomplish these goals, several different tactics, such as modeling, scaffolding, coaching, articulation, reflection, and investigation, are utilized.

Most genre scholars in North America think explicit lessons foster prescriptivism and overgeneralization of norms. Both factors lead to pupils wrongly applying conventions, which is why explicit teachings are problematic. Because of this, learners are more likely to overgeneralize norms when exposed to explicit instruction (Blakeslee, 2001; Freedman, 1993; Hengst & Miller, 1999). On the other hand, some academics consider genres, not as linguistic templates that can be taught straightforwardly but rather as complex social practices that evolve in response to the requirements that are put upon them by society (Miller, 1984; Schryer, 1993). Despite this, a large body of evidence says more explicit training is more effective than less clear instruction. This is the case across a broad spectrum of grade levels, a variety of academic fields, and a large number of scholastic populations (Chall, 2000; Moni, Hryciw, & Moni, 2006; Rittle-Johnson, 2006; Walker, 1999, 2002; Watkins & Slocum, 2004).

The conclusions from meta-analyses provide evidence in favor of the dependability of explicit approaches and the school reform initiatives that resulted in the most significant

improvements made using explicit procedures. These methods resulted in better academic success levels among students than innovative techniques (Adams & Engelmann, 1996; Borman, Hewes, Overmann, & Brown, 2003; Chall, 2000). experimental studies under control groups have shown that explicitly teaching academic disciplinary norms to people whose native language is English has a good impact, and these investigations have substantiated these positive impacts. [Further citation is required] (Carter et al., 2004; Wilder & Wolfe, 2009). Students who learned how to write a laboratory report through an online resource generated texts that were much more effective and scientifically reasoned than those who did not utilize an online resource. Those were produced by students assigned to the control group in the study carried out by Carter et al. (2004).

According to Wilder and Wolfe's study, undergraduate students who received explicit training in literary analysis standards were able to write papers whose ratings given to English instructors were greater than those given to essays produced by students who had not received the therapy. This was the conclusion drawn from the study's findings (2009). Furthermore, the researchers who carried out both studies came to the same conclusion: the students who were given treatment demonstrated a significant increase in interest in their education and had a more positive attitude toward writing. Again, this was the conclusion reached by the researchers who carried out both studies.

Based on this research's findings, it appears beneficial to explicitly teach genres that students generate in academic contexts. There has not been any study that particularly looks at the advantages of educating students to write in styles appropriate for use in a variety of professional settings, such as job materials, communication, and processes. These are all examples of genres that may be taught. Due to the great emphasis program administrators have put on the course covering many technical writing service majors, there is an expanding demand for this inquiry. This need is a direct outcome of the high importance placed on the course. For example, the class not only satisfies the standards for the core curriculum that the students are required to take, but it also satisfies the requirements for professional communication set forth by organizations such as the Accreditation Board for Engineering and Technology. These organizations require that students be able to communicate effectively in their chosen fields (ABET). The works of Meloncon, England (2011), and Wolfe (2009) state that. These objectives have impacted

not only the student populations that have enrolled in the class but also the teaching strategies that the instructors have utilized. This has been the case because these objectives have had an impact on both the student populations and the teaching strategies.

### **1.2 The Multi-Major Technical Writing Course**

Students will get familiar with the rhetorical, stylistic, and organizational qualities behind various technical writings as the major objective of the course on technical writing service. This will be accomplished by exposing students to a variety of technical writings. This will be performed as a component of the training that you will get. Because the course must also fulfill university and external accreditation requirements, the average student population comes from diverse academic backgrounds. Subfields. This is because the institution must also accredit the class. These disciplines include, but are not limited to, dance, computer science, English, and engineering, amongst others. This is because the curriculum for the class needs to consider not only the institution's requirements but also those of the accreditation authority to be considered appropriate. Previous empirical research has demonstrated that students' academic majors, in addition to various meta-discourse functions such as gender, academic level, and native speaker status, are also considered. Can affect their writing performance (Adamson, 1992; Boettger & Wulff, 2014; Fries, 1940; Jaeger, 2010; Romer, 2009a, 2009b; Wulff, Romer, & Swales, 2012; Wulff, Romer, & Swales, 2012; There has not been any study that has been effectively controlled to analyze how the social factors that were stated earlier may impact the outcomes of explicit education in adults whose first language is English. This is because there has not been any research done on the topic. This problem is a direct result of the demographically different student groups who enroll at educational institutions. Research on explicit teaching outcomes shows that it is a useful method for populations with varying performance levels and aptitudes. Because of this, it can be helpful to instructors of technical writing as well as the students that they coach.

### **1.3 The Study's Aims and Research Questions**

In this study, I measure the effects of explicitly teaching students who speak English as their first language how to write technically in five common genres: the job letter, the resume, the claim letter, the recruitment email, and the instruction set. The students in this

study all speak English as their first language. The students in this study all speak English as their first language. All of the students that participated in this research were proficient in the English language. Each of these many different kinds of writing has its unique standards and conventions that a writer is expected to abide by. I examined these impacts using a mixed-method approach, which included a control-group quasi-experimental design and a qualitative analysis to more completely explain the 534 texts that the student authors created. I did this because I wanted to see if there was a correlation between the two, and I found that there was. I did this because I was curious whether or if the two have any connection, and I discovered that they do to my satisfaction. This strategy, in my experience, yielded the most dependable results. Thus I felt it to be the best option. The design of the so-called experiment was focused on how it would work in the two different situations. Experiments that were mentioned earlier. Both experiments explicitly taught academic writing rules to individuals whose first language was English. The quasi-experiment was designed using its methodology predicated on its application in those two experiments. All individuals who participated in the so-called experiment spoke English as their primary language (Carter et al., 2004; Wilder & Wolfe, 2009).

Students in the treatment group of the current study were provided with a series of straightforward lectures that first concentrated on enhancing their grasp of genre principles and then highlighted the formal aspects of a particular genre. These talks were presented as a component of the ongoing research project. Because it considers both the theoretical and practical underpinnings of the three basic schools of genre theory—English for Specific Purposes, the Sydney School, and New Rhetoric Studies—this educational technique is unique. English for Specific Purposes, the Sydney School, and New Rhetoric Studies are the names of these educational institutions (see Hyon, 1996 for a description of each school). Both of these distinct lines of inquiry served as the foundation for the design of my study, which is as follows:

**RQ1.** When students are given direct teaching while taking an introductory course in technical writing, what impact does it have on their learning? To be more specific, how does the treatment affect the focus that is placed on the intended readership, the purpose of the text, the structure, the design, the style, and the editing?

**RQ2.** What kind of an impact does using the meta-discourse elements have on the therapy overall? To be more specific, what kind of an effect does the therapy have on the experimental group, the wide text type, the gender of the participants, the academic major they are pursuing, and the year they are in school?

Each of the 534 texts that made up the data sample was evaluated using a scale that included five points for each of the six dependent variables. This allowed for a total of twenty-five possible evaluations. These readings were from well-known lessons focused on technical communication (Johnson-Sheehan, 2012; Markel, 2012). Able students were to provide therapy specific to the genre in question and, in my estimation, produce works of a significantly higher quality than those not provided with therapy specific to the genre in question. Something very different was from what I had anticipated. I presented the second research question to make a significant addition to the rapidly growing body of research on how there is the interaction between social factors and academic and technical writing talents (Boettger & Wulff, 2014; Hardy & Romer, 2013; Romer, 2009a; Wulff et al., 2012). These studies are furthermore available in the publications listed below: Romer, 2009a; Boettger & Wulff, 2014; Hardy & Romer, 2013; Wulff et al.; Boettger & Wulff, 2014. It has been demonstrated to be an efficient method of providing education, but it is not yet known if success with explicit instruction can be achieved across the board or if it is just achieved with specific individuals or groups. Even though it has been demonstrated to be an effective strategy, this continues to be the case.

## **2. Methodology**

In this portion of the report, I provide specific information about the research participants and the environment in which it was carried out. In addition, I go into the methodology, supplies, and criteria employed during the experiment.

### **2.1 Participants and Setting**

People who took part in the study comprised a total of 316 individuals who spoke English as their first language and were enrolled in the beginning levels of programs in technical writing offered by a public research institution in the western U.S. state of Texas. The treatment and control groups had a total of 155 participants in their respective groups at



the beginning of the study. The 161 participants in the group served as the control for the experiment. 34% of the participants were seniors in high school (n = 106), 31% were juniors (n = 98), and 35% were either first- or second-year college students (n = 112). There were a total of n = 137 male participants, who accounted for 43 percent of the total, and there were a total of n = 179 female participants, who accounted for 57 percent of the total. Students with degrees in business or the humanities accounted for 52 percent of the participants (n = 164), whereas students with STEM degrees accounted for 48 percent (n = 152) of the participants. Nobody who participated in the study had a curriculum vitae that primarily focused on conveying technological information.

In addition, nine teachers teaching sophomores in a technical writing class participated in the research. These instructors stood in for each of the 18 different sections of the class. The lecturers were either full-time professionals working in technical communication and rhetoric or graduate students working for their Ph.D. in the same field. Either way, they had extensive knowledge and experience in the subject matter. In addition, each of them had finished and passed a teaching techniques program at the graduate level that was explicitly relevant to their field of study. Finally, they had all worked in a classroom environment in the past.

This course was developed to accommodate students coming from a diverse range of academic backgrounds. It was based on a module-based approach to education and on a standardized curriculum comprised of six different learning modules that were each distinct. These modules will be taught in the order that is supplied; however, the teachers will choose how the information will be delivered and what the end output will be for each unit. The therapy provided as a part of this study was carried out in a manner that adhered to these cross-sectional criteria to ensure accuracy. The study's internal validity was helped by both the traditional course outline and the instructional modules. This was done to ensure that all of the experimental groups received the same information for an equal amount to the same point in the semester simultaneously.

## **2.2 Materials**

Each participant was given the pre-study exam that was a part of the materials for this research project prior to the beginning of the study and the explicit treatment. This test was



administered before the commencement of the investigation. Therefore, before the beginning of the research, a test needed to be taken.

### **Pretest**

Because quasi-experiments include the use of preexisting groups, it is the researchers' responsibility to consider any variations between the groups that may have an effect on the findings. It is advised that, in particular, an initial test of the participant's writing skills be carried out for writing-centered, classroom-based quasi-experiments. (Beach, 1992). The students introduced themselves on the first day of class in both the control group and the genre group and were given the assignment to write a message that would be given to their respective teachers. In this memoranda, students began by explaining their academic specialization and the line of work they planned to pursue, and then they moved on to examine the various types of writing that they believed they would encounter in their chosen field. Using a word processor, the participants finished the task in twenty minutes. During that time, they took special care to ensure that each segment was given equal time to write.

Each memo was scored based on timed, first-draft writing grading criteria and six points. The evaluators were separate from one another (White, 1995). On the test, the group that served as a control obtained an average score of 2.98 (with a standard deviation of 0.95), whereas the group assigned the genre had an average score of 3.08. (with a standard deviation of 0.98) The results of a Kruskal-Walli rank sum test indicated that the scores obtained by the individual groups did not differ from one another in a manner that was statistically significant ( $Z = 1.35$ ,  $p < 0.05$ ). According to these data, it appears that the participants in both experimental groups started off with writing skills comparable to one another. Consideration should be given to the possibility that these findings are correct.

### **Treatment**

The therapy consisted of two stages: the first stage was the assessment, and the second stage was the intervention. One of the key aims that were established at the outset of the project was to increase the participants' overall comprehension of the genre and the link between genre and audience. The perspectives and methods of the New Rhetoric Studies

school of genre theory are considered one of the three basic schools of genre theory; there is an emphasis on genre awareness. In addition, this establishment is one of the three primary genres (Devitt, 2004, 2009). Therefore, the pupils were required to read the first chapter of Hubert (1976). The author used popular literature as an example to illustrate that genre is a term driven by human tastes, which was discussed in the article. As a part of this assignment component, the students were required to read the entire chapter. After the instructor had listened to the comments that the students had given to this reading, she then led a discussion about how students both academic genres such as the form and are shaped by academic genres such as the curriculum that was being covered in the class.

During the second phase, the primary focus was placed on the norms and requirements often associated with a certain writing style. The English for Particular Purposes and the Sydney School of Education are two of the most well-known educational institutions in the world that are fully committed to the research and teaching of genre theory. Through the many concepts and approaches to learning that they instill in their students, both educational institutions encourage their pupils to become genre masters. The Australian Wheel Model is a way of organizing education such that it progresses through a series of guided stages, each of which focuses on a different aspect of how the structure and organization of a text affect context as well as the reader and the writer. Served as the primary source of inspiration for this phase's four stages. According to the Wheel Model, education is structured into sequential phases, which emphasizes how a text's structure and arrangement impact context and influence the reader and the writer. The Wheel Model emphasizes how the organization and structure of a text impact context and affect both the reader and the writer (Martin & Rothery, 1980). The lecturers started by demonstrating how to read the many different kinds of texts that would be given utilizing this method later on. After that, the participants worked together to come to a consensus on this text; they then explored the historical context in which it was present; ultimately, they made their versions on their own. The first and second stages of the therapy are covered in depth in the additional reading material that may be found in Appendix A.

### **2.3 Measures**

I assembled a total of 524 pieces of technical writing to analyze them. These pieces were completed examples of the five investigated genres from both experimental groups. I did this so that I could conduct the study. The participants were tasked with generating texts for the unit that concentrated on documents related to the work and correspondence. Although the participants generated two texts ( $n = 214$  and  $202$ , respectively), each author wrote two texts. Who was given the task of generating texts for the unit that concentrated on processes, each constructed one text that went into greater detail ( $n = 108$ )? In addition, 192 people went to the class and chose to hand in a reflection, a mandatory component of every significant assignment they were expected to complete. These recollections are provided throughout the results section at various points throughout the section in order to provide an understanding of how the participants arrived at the level of autonomous construction. The purpose is to understand how the participants arrived at this level. The authorization of the IRB was required before any data could be gathered. Thus that was the first step.

### **Variables**

When completing the analysis, we considered the degree to which each piece of writing met the requirements for each of the six dependent variables (DV) given below. These variables are as follows: audience, goal, structure, and design, in addition to the type of editing used. I determined the DVs by carrying out the procedures outlined in dependable textbooks on technical communication for the process of writing a text. These instructions were used to help me write the text. These textbooks explain the process of preparing a text by instructing authors to undertake audience analysis in order to appreciate the rhetorical purpose. This is done as part of the process of preparing the text. In order to calculate the DVs, I followed this guideline as best I could. This analysis has an effect not just on the organization and presentation of the material but also on the sentiment of the piece as a whole and the editing that went into it. (Johnson-Sheehan & Markel, 2012; Table 1 includes an explanation of each variable and a list of the possible levels that can be assigned to each variable.

In addition, the texts were analyzed in terms of five independent variables (IV) to determine whether or not any meta-discourse functions interacted with the treatment. This

was done with the hope of concluding in order to assess whether or whether any meta-discourse functions interacted with the therapy, this was carried out. The following classifications were applied to these distinct variables: Group, General, Gender, Academic Concentration, and Year (see Table 1).

### **Rubric**

The raters used a rubric that assigned five different points to each category on the DVs to evaluate the texts on the discs. The following link will take you to Appendix B, which contains in-depth descriptions of the different scales for each variable. This grading system existed before the investigation was carried out, and its development took place independently of the investigation. However, the teachers of technical writing at the research site came up with the notion for this instrument to ensure more uniformity in grading across all of the many aspects of the project that are separate and distinct from one another. I decided to use this particular rubric in this particular scenario because it mirrored the educational contribution of many teachers who participated in this study.

I started by giving stars or ratings to all items in the complete data set. After that, I randomly chose twenty percent of the sample and divided it between two separate raters so that they may form their own opinions based on the information. Both evaluators earned master's degrees and have a wealth of experience working in higher education, namely in technical communication at the college level. These rates were not employed as faculty members at the educational establishment where the research was conducted; each had previous experience instructing one of the five text genres in their home departments. The research was carried out at an educational establishment in the United States. The results of a weighted Kappa test showed that the degree of agreement among raters was 81 percent, which indicates that there is a great degree of uniformity across all of the ratings (Beach, 1992; Watt & van den Burg, 1995).

**Table 1.** Taking into account both constant and changing levels of the

| <b>Variable</b> | <b>Description</b> |
|-----------------|--------------------|
|-----------------|--------------------|

|                   |   |
|-------------------|---|
| Audience<br>(DV)  | The texts were categorized according to how well they met the requirements of the target audience (-2, -1, 0, 1, 2).  |
| Purpose<br>(DV)   | Classified the statement of the texts' intended purpose (-2, -1, 0, 1, 2)   |
| Structure<br>(DV) | Classified how the texts followed the structural conventions of the text type (-2, -1, 0, 1, 2).  |
| Design<br>(DV)    | Classified how the texts' design elements matched the text type (-2, -1, 0, 1, 2).  |
| Style<br>(DV)     | Classified the clarity and succinctness the texts' prose, including an appropriate use formality and technicality (-2, -1, 0, 1, 2).  |
| Editing<br>(DV)   | Classified the number of errors in the texts (-2, -1, 0, 1, 2).   |
| Group<br>(IV)     | Classified the student by experimental group (control or genre).  |
| Broad<br>(IV)     | Classified the texts by type (correspondence, job, or procedures).  |
| Gender<br>(IV)    | Classified the students by sex (female or male).  |
| Major<br>(IV)     | The students were broadly categorized according to their majors (non-STEM or STEM). Students majoring in fields other than science, technology, engineering, and mathematics included those studying architecture, communication studies, English, human development and family studies, hotel and restaurant management, interior design, journalism, personal financial planning, public relations, retailing, and special education. Students who were majoring in STEM fields included those who were studying Agricultural and Applied Economics, Animal Science, Anthropology, Biochemistry, Biology, Chemistry, Civil Engineering, Exercise and Sport Sciences, Food Science, Political Science, Psychology, Speech and Hearing Sciences, Wildlife and Fisheries Management, and Zoology. Also included were students who were studying Civil Engineering. |

|              |   |
|--------------|---|
| Year<br>(IV) | Classified the student writers by academic year<br>(freshman/sophomore, junior, or senior). |
|--------------|---|

## Data Analysis

In order to determine how successful the therapy was, a MANOVA, which stands for multivariate analysis of variance, uses a factorial between-groups design. In short, it was carried out. MANOVA is a more common term for this type of study. After doing some early hypothesis tests, it was discovered that there were no statistically significant departures from normality, multivariate outliers, or multicollinearity. This was the realization that was arrived at. The testing was carried out so that we could check for the presence of these components. Despite this, demonstrating the validity of quasi-studies is much more difficult than doing so with true experiments. The pretest was used to evaluate whether or not the experimental groups were comparable before the therapy application. The findings have been reported using the multivariate test known as Pillai's Trace since it is the advised test to utilize when the MANOVA assumptions are not satisfied. Considering this allowed us to publish the findings using Pillai's Trace (Tabachnick & Fidell, 2013). In addition, the section on the findings only addresses the major effects and interactions that were found to be within a range of adjusted alpha of 0.008 (0.05/6 DVs). This particular range of adjusted alpha was chosen since it was statistically significant. The findings from the prior section served as the basis for determining this range.

The findings of the MANOVA test have also been submitted to a qualitative study, presented in this article to give a more in-depth explanation of those results. This research was carried out to ensure that the results were as accurate as possible. In addition, to provide some context for the differences in the experimental groups' levels of attention to the DVs, I collected snippets of the written word and the thoughts the students had produced. These passages are chosen from the written work completed by the pupils.

## 2.4 Procedure

A control-group quasi-experimental design was developed so that the goals of this investigation could be realized. Both the experimental groups were given a test of their

writing abilities prior to the beginning of the trial. In addition, at the outset of the research project, the participants in both experimental groups were given the identical assignment description. This was done so that it would be simpler to compare the DVs with the final written output that the participants had produced.

At the beginning of the semester, I used a random assignment method to give each of the nine instructors a single teaching unit to be responsible for. This unit may include job materials, communication, or processes. Because each class met twice a week, I decided to randomize the assignment of the unit work to be completed by the students. This decision was made regardless of whether the courses were held in the morning or the afternoon. In addition, each teacher's classroom had a treatment group and a control group that they were responsible for overseeing.

During the first set of interviews that I conducted, the teachers I spoke with thought that the treatment put more of an emphasis on the characteristics of the technical texts instead of the instructional strategies they are already utilizing in the classroom. However, these instructors needed to give the impression that they were not abandoning the participants in the control group by limiting the information that the control group could view. Instead, I wanted them to convey the impression that they were instructing the same fundamentals in two distinct approaches. One of my objectives was to do this. I conducted three official meetings with each instructor during the semester to present them with information on the therapy and to guarantee that they carried it out in line with the protocols. I also made sure that they were following the procedures. I kept my research questions a secret from everyone and did not share any details about the other professors who were taking part in the study with anybody else.

Before moving on to stage two, the instructors completed the first stage of the therapy's introduction with the students in their genre group by having them go through the first two stages. Because it was a necessary addition to the conversation that had already been going on about audience analysis up to that point, the initial phase, which centred on familiarity with the various types of writing and was shown to the class during the second week of the semester was carried out in this manner. This was done because it was carried out as part of the first phase. The conversation had progressed to that degree up to that moment.



When instructors started teaching the instructional unit that had been given to them, the second phase went into effect. This phase, which centred on the mastery of specific genres and was put into place when teachers first taught the unit, came into action.

Because the treatment occupied 30–50 minutes of each class session, the teachers could make better use of the remaining time in their control portion by giving longer lectures, participating in more in-depth class discussions, and participating in activities. For instance, Instructor B suggested that students submit a response to an item received from a website that is particularly committed to the process of looking for work. The website in question is notably devoted to the process of looking for work. These articles addressed various subjects, including the most effective method for college students to highlight their talents on a resume, the top ten reasons why readers find resumes "annoying," and the most common blunders individuals make when writing cover letters. An additional illustration demonstrates how both Instructor H and I increased the amount of time allotted to their command sections by incorporating an in-class exercise in which students put the instructions for course registration through a user-testing scenario provided on the websites of our respective universities. This was accomplished by having the students test out the instructions for course registration on our websites. Again, this was something that we accomplished together. Another example displays how Instructor H and I extended the amount of time given to their control sections by incorporating activities in class. Even though these exercises were both beneficial in that they helped to reinforce the content that was taught in their respective modules, none of them was able to clarify the genre's formal features in the same manner as the treatment did.

### **3. Results**

According to the findings of the MANOVA, there were three main effects, but there was only one single exchange (see Appendix C for complete statistical output). The results of the statistical investigation are shown in Table 2, which can be found further down this page. In this part of the report, I will organize the findings by the two questions presented throughout the research.

The investigation into the treatment's effects was the major focus of the first research question. To be more specific, I was intrigued by the process by which the participants

developed their technical writings to address the target audience, the aim of the work, the structure, the design, the style, and the editing. In order to answer this issue, the findings of the primary effect of the study, which was the group, will be described in the next part.

**Table 2.** A Statistical Breakdown of the Primary Effects and Their Interactions

| <b>Variable</b> | <b>Pillai</b> | <b>F</b> | <b>P</b> |
|-----------------|---------------|----------|----------|
| Group           | 0.28          | 29       | 0.00     |
| Broad           | 0.23          | 10       | 0.00     |
| Year            | 0.08          | 3        | 0.00     |
| Broad:Gender    | 0.07          | 3        | 0.00     |

### **3.1 Main Effect of Group**

On each of the six DVs, there was a difference between the control and genre groups that might be considered statistically significant ( $V = 0.28$ ,  $F = 29$ ,  $p.001$ ;  $2 = .20$ ). This difference might be considered was statistically significant. Every single DV had this particular variation in behaviour. When each DV was thought of in isolation, it was found that each one had the potential to achieve statistical significance. This section will begin by presenting these quantitative results, and then it will continue by enhancing these statistics with excerpts from the writings and comments provided by the participants. After all, we will wrap up this part by drawing some conclusions and offering some advice.

#### **Audience**

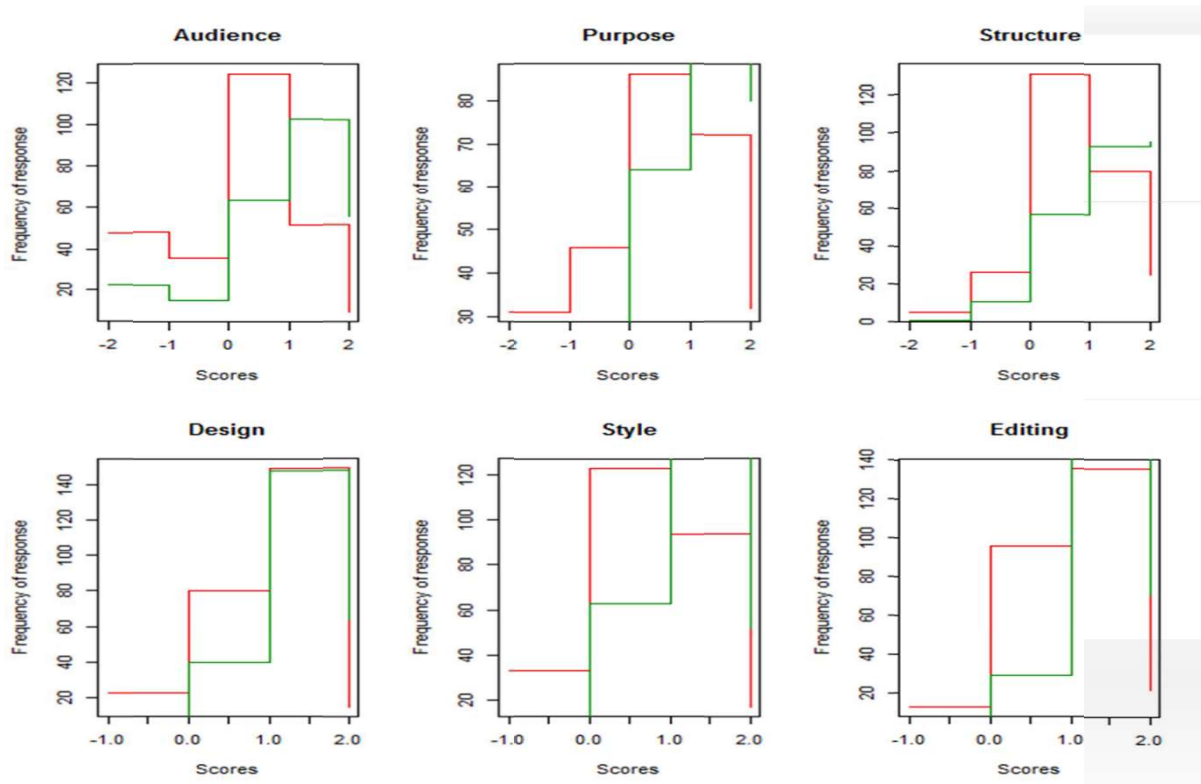
The participants' technical articles were evaluated based on how well they met the intended audience's needs. In addition to this, the audience that was targeted considered the ethical repercussions of the procedure that was used to do this task. As a result, it was determined that there was a statistically significant difference between the means of the control group, which were  $-0.23$  (median =  $1.00$ , standard deviation =  $1.06$ ) and the genre group, which was  $0.59$  (median =  $0.00$ , standard deviation =  $1.14$ ), using the formula  $F = 80.6$ ,  $p.001$ ,  $2$ .

However, even though the students ethically approached the communication scenario, the overall scores for both groups fell within the Competent level of competency range. This indicates that the texts frequently featured some mismatches to the demands their audiences placed on them. The fact that the pupils achieved the best possible mark for the Competent level does not change the reality that this is the case. The test group had a little more difficulty than the control group when it came to be conscious of the people listening to them. The following three samples are taken from participants' employment letters, and they demonstrate some of the difficulties that were brought up, including how participants altered the texts and how they presented their credentials to potential employers:

After working at a hospital over the whole summer and then again during the winter break, I feel entirely at ease in an environment that is more comparable to an office. During my job there, I developed a strong grasp of the responsibilities that an office has to carry out to retain its clients' happiness in a world that, at any given moment, may be thrown into disarray. This was beneficial to me. My interest in the field was piqued when I performed some research on your firm, which I recently finished doing. Currently, I am debating whether or not to make a purchase. Not only is the area around Dallas, Texas, a highly attractive site for your headquarters, but you also give wonderful incentives to your staff members and the families of those staff members. Both of these factors contribute to the high level of desirability of the area. The appeal of your firm as a whole is enhanced by the presence of both of these aspects. One of the younger nurses working in a field where the bulk of the other nurses are in their 40s and 50s, I will be one of the nurses that I will be working. Most of the other nurses are either in their forties or fifties. Because of this, I will be able to extend the amount of time I spend in this location and be given the opportunity to perform shifts up to twelve hours long.

In each of these scenarios, at least a portion of the target audience is made aware of the problem, yet, the actual implementations do not live up to the expectations originally set. In his assignment reflection, the author of response (a) said that his time volunteering at the hospital set him apart from the other candidates in the competition. This was the

factor that most separated him from the other applicants.



**Figure 1.** Comparison of the control group and the genre groups using the frequency plot for the Group main effect.

On the other hand, how he was put to death did not provide any specifics of this responsibility. In a manner not unlike that described above, the author of b) demonstrated awareness by presenting the results of his investigation into the organization. However, the presentation put more of an emphasis on what the firm could provide for the student as opposed to what the student could provide the company. In the end, but not least, the author of point (c) talked about her youth and passion, most likely to establish her longevity; nevertheless, doing so came at the price of her possible future workers. This was surely not the least of her mistakes.

The genre group addressed the audience with the same sorts of incorrect applications as in (a), (b), and (c), but they did so on a less regular basis. As can be seen in the Audience panel of Figure 1, the genre group, represented by the green line, crafted a greater number of texts with a Strong or Superior awareness of the audience compared to the control group, which is represented by the red line. In other words, the green line indicates that the number of texts with a Strong or Superior audience awareness is higher in the genre group. This can be seen in

comparison to the number of Writings with an Excellent or Very Strong Awareness of Whom They Are Addressing that were crafted by the control group. This may be noticed when compared to the number of texts written by the control group with a Strong or Superior sensitivity to the audience. The authors who made significant contributions to the development of this genre are recognized through the prevalence of specific examples, like the one provided here, in the works they produced.

I have always had a deep affection for all kinds of animals, but it was specifically my fascination with wolves that, as a result, I decided to get a degree in wildlife management in college. Although I have always had a profound affection for animals in general, I have always had a particular fascination with wolves. At [insert the name of the institution], I focused my studies on wildlife management, and during my time there, I could choose from a wide range of courses connected to my field of study. When it was all said and done, my overall grade point average was 3.79. I was active when I was voted Vice President of the Range, Wildlife, and Fisheries Club, planned a telemetry project with a couple of the graduate students and chaired two meetings when the President was absent and not available to do so. I also organized a telemetry project with a couple of undergraduate students. In addition to that, I was in charge of coordinating a telemetry project with a few of the undergraduate students. In addition, I participated in the Wildlife Quizbowl as a member team, which required me to go to the meetings of the Texas Chapter of The Wildlife Society and the Western Student Conclave meetings in order to compete in competitions and attend meetings. This was something that I did in order to fulfil my responsibilities as a member of the team. In addition, while staying at Three Bar Ranch in Arizona, I participated in a mule deer research project and assisted in capturing other tiny animals. During the time that I was present, this was carried out.

The author included particulars that exemplified her achievements, such as a grade point average of 3.79, and she backed up a general assertion with particulars, such as an example from her own life ("My passion for animals..."). It would be beneficial for the story to have a better order and additional content relevant to the curriculum.

### **Purpose**

The participant's capacity to express the objective of their technical writing intelligibly was graded using a rubric titled "purpose," and it was determined whether or not the participants

were successful in doing so. Compared to the genre group, the control group had a mean of 0.10 (the median was 0.00, and the standard deviation was 1.17), while the genre group had a mean of 0.86. (the median was 1.00, and the standard deviation was 1.04) There is a difference between the two groups that have the potential to be regarded as statistically significant ( $t(1, 455) = 63.40, p.000, 2 = .07$ )

Both groups were given scores within the range of "Competent," demonstrating that the students substantially articulated their desired objective, but not in a clear way as shown by the scores. Again, those in the control group had a harder problem implementing these assumptions (see Figure 1), and their attempts frequently featured calls to action that were either inadequately developed or were not explicitly conveyed. In addition, the control group's attempts were frequently unsuccessful. The following examples, which were taken from a wide range of different literature, highlight some of the issues that need to be dealt with:

The number of people who join our group must increase by at least fifty per cent in order for us to meet our goals. This is something that will be able to happen if new community members, such as yourself, sign up to become a part of our organization. Because this is a charitable organization, we are going to want as much assistance as we possibly can get, not only from those who are currently involved in the organization but also from those who have participated in the organization in the past, as well as from potential new active members of the organization. Therefore, to provide you with a higher level of service, we ask that you consider becoming an active member. A prosperous career in the agriculture industry is one of my goals, and one of the things I need to do to get there is to increase both my theoretical understanding and practical skill.

At this point, I am in the third year of my biology education at this particular university. While looking through the papers, I was browsing the internet when I came across your job posting for a veterinary technician, and I became interested in the position immediately... My present employer will look forward to hearing what I have to say about my future leave because they will be interested in what I have to say about it. Please contact me by phone or email if you cannot talk to me on October 2 or any time before that day so that I can make other arrangements. If this is the case, kindly let me know as soon as it is feasible. The earliest time for following up on my application is October 2, which will take place at the latest.

I made a transaction on your website for a pair of 179 Pontoons on December 11 this year. This deal was for the purchase of a pair of pontoons. After giving them much thought for a while, I concluded. Nevertheless, out of all the skis and ski brands available to me, the Fischer was the one I bought. I wanted to spend my money specifically on these skis. I got to this conclusion after giving them much attention for a long. Again, after giving them much thought over an extended period, I concluded. I eventually looked at them after an interminable amount of time had passed. The very first time I could test out these specific skis was during the three-day weekend that spanned the 26th through the 28th of January. The pontoons turned in a performance that was very good during the initial few runs that were carried out, which were carried out to test them. The impression I was left with was that they were, without a shadow of a doubt, the greatest pair of skis I had ever owned.

The author of item (e) requested that the reader likewise become a member of the organization after first making an explicit declaration of her purpose, which was to grow membership by fifty per cent. However, she did not offer any information about how one may become a member of the group to participate in the events it organizes. Next, the candidate's aim statement, which can be found in section (f) of the resume, does not include either the organization or the job they are looking to get in the next step in their career. The item (g) author did mention the open position posted in his cover letter; however, he did not specifically request that his application be considered for the position being offered. The author of the item (g) included an uncertain "follow-up" in the final line of his letter; nonetheless, he did not seek an interview, which is the objective you should have in mind while writing an employment letter in the first place. The author of item (g) also did not provide a clear "follow-up" in the final line of his letter. This is a result of the author of the item (g) failing to make further contact with the employer. Finally, the author of the letter (h), which had four paragraphs, hid the claim he made in the third paragraph, as stated at the end of the letter.

Although they occurred less frequently, the errors included in the strategy that the genre group used to accomplish their goal were comparable to those listed in (e)-(h). This group generated a larger number of calls to action that were assessed as Strong or Superior, as seen in the Purpose panel of Figure 1. These calls to action stood out among others because of the degree of precision they contained, which included the following items in particular:



The second get-together will be held in room 122 of the Human Sciences building on October 24 at seven o'clock in the evening. I want to strongly encourage you to make it a top priority to get involved with this incredible organization and request that you do so as soon as possible. If you have any queries in the meanwhile, please do not hesitate to contact me, and I will try my best to answer them. You will be able to gain the abilities that are necessary to work in an environment where wine is served if you follow the steps that are stated in the following guidance. If you follow these steps, you can develop these talents.

In the final paragraph, the individual who wrote the recruiting email stated that I suggested that the recipient attend a certain conference. Before describing the actions that need to be taken to complete her instructions, the author of (j) provides some background information for her readers in a manner that is slightly distinct from the prior example.

### **Structure**

The many technical papers submitted by the participants were analyzed through the prism of structure to better understand the degree to which the participants could effectively adopt the necessary structural standards. These structural rules comprised the ordering of significant parts and the use of headers and transitions in the document's design. Analysis of statistics showed that there was a statistically significant difference between the means of the control group (median = 0.00, standard deviation = 0.85) and the genre group (1.05, median = 1.00, standard deviation = 0.89) ( $F = 87.71, p.000, 2 = .09$ ). The control group had a median value of 0.00 and a standard deviation of 0.85. The following was the group's average performance when they were used as a control: (median = 0.00, standard deviation = 0.85)

Even though the participants in the control group received an average score in the Competent category, which indicates that they typically adhered to the structural principles of the texts, it is possible that they incorporated confusing headers and transitions as well as tiny illogical arrangements. This is because the texts were graded on a scale from most competent to least competent. For instance, the extract from a recruiting email displayed in clause (k) begins with an attention grabber in the form of a rhetorical question. This is done to get the reader interested in what is to follow. This inquiry is posed at the very beginning of the passage being read. Following this, a passage leads into the next part, which is captioned "What is ASTF?" However, because the author does not explain the organization at any point, the title is deceptive, and the

transition between concepts does not make any sense.

Have you ever been in a situation where you needed to express a concern or make a recommendation about how the atmosphere in the architectural building may be improved, but you had no one to talk to about it? For example, have you ever been in a situation where you had no one to talk to about how the atmosphere in the architectural building may be improved? But, on the other hand, have you ever been in a scenario where you couldn't talk to anyone about it? For instance, have you ever found yourself in that position?

### **What is ASTF?**

Now is your time to find out. It demonstrates that the Architecture Student Task Force is the most significant component of developing a link between the student body and the school's management. This is your chance to find out this information. You have the opportunity to be one of the few people who contribute to improving the curriculum that the College of Architecture offers at our school, and you should make the most of this possibility that has been presented to you.

Additionally, the texts that the control group produced usually lacked strong structural requirements, which made reading difficult and negatively influenced the degree of safety. This was one of the factors that contributed to the study's findings. A conclusion, which should state that the work at hand has been completed and (or) outline what the reader ought to do next, is also included. is a convention that is frequently included in instruction manuals. Other conventions frequently included in instruction manuals include the following: For instance, a conclusion should reference the fact that the assignment has been finished. In addition, the conclusions may include other resources, such as advice on how to do maintenance or troubleshooting and the material already presented there (Markel, 2012). The following is a summary of the findings about the building of a cylinder that may be used in scuba diving does not meet these standards, which has led to the introduction of possible safety concerns:

At this point, the scuba cylinder needs to be completely put together before it can go through an inspection to look for any potential problems that might jeopardize its safety. It is essential to remember that for the cylinder to be used for scuba diving, it must first be checked by a qualified scuba instructor to ensure that it has been completely filled with gas. Therefore, it is of the

highest significance to make certain that the entire process of getting ready to go diving is done in an ideal manner. This is one of the most important things you can do to ensure a safe and enjoyable diving experience.

Because the phrases in (l) are presented in the order that they are, it is unclear who is responsible for checking the cylinder for safety and whether it is the reader or the diving instructor who will evaluate the safety during the completion check. This is because the phrases are presented in the order that they are. This is the order in which the phrases are presented in sentence (l). In addition, the conclusion includes a note that discusses "extra processes" associated with diving, but it is not entirely clear what these processes are. Students were encouraged to write for an audience that had just a fundamental understanding of the problem when the description of the project was given; casually explaining additional procedures was confusing and could have led to catastrophic repercussions.

To summarize, control group members commonly had difficulty grasping fundamental aspects of structure, such as the format of letters. Even though this is an extreme case (see Figure 2), the claim letter generated by a senior-year student majoring in civil engineering has formatting flaws that led to the separation of the experimental groups. Both the student's contact information is highlighted, and there is a comma at the end of each line, both of which make the material more confusing and contribute to the fact that it is difficult to comprehend. The student's telephone number consists of one more digit than what was stated there in that regard. There is a problem with the formatting of the greeting, and there is no room after the close for a signature to be included in the message. The claim letter's structure had the most egregious fault; double spacing was used throughout the whole page, and the letter was written in a manner that featured a semi-block indentation. The text is structured using a standard corporate pattern known as semi-block indentation; nevertheless, the addition of double space makes it look more like an academic essay than a business letter would. This is because semi-block indentation is commonly utilized in business writing. This student may have been attempting to reproduce the forms he learned in the undergraduate writing programs that he took by using an indented paragraph structure, as required by both the APA and MLA styles. Both of these styles have these requirements. This is because both styles need the paragraphs to have a space indented before them.

Joe Smith,  
123 Main St.,  
Anywhere, USA 12345,  
(806) 123-45678.

Lewisville Texas Department of Public Safety Office  
PO Box 4087  
Austin, Texas 78773-0001

Dear, Mr. Christian

I am expressing a complaint concerning the service I received while replacing my driver license at the Lewisville Texas Department of Public Safety office on August 9, 2006.

This past summer while in Europe studying abroad I managed to lose my wallet which included my Texas driver license. When I returned to the States I went to the Texas Department of Public Safety office in Lewisville and requested a new driver license. After I received my new license in the mail I then realized that I would have to go and renew my license in a year anyway.

Sincerely, Joe Smith

**Figure 2.** Example of structural components concerns in control group communication.

The genre group obtained scores in the Strong range for Structure, which suggests that students generally followed the structural standards of the texts they were given to analyze. For example, the students used headers and transitions that were significantly explicit, and they logically structured components. The section of an email that is used for recruiting and is presented below (m) has a more robust organizational scheme than the section shown. In contrast to this, the section that is displayed has the following: (k).

The size of our organization's workforce begs the question: why do we have so many people? Because we provide our clients with a wide variety of choices in various categories! It is generally agreed upon that the National Future Farmers of America (FFA) Association is the most powerful student group in the United States. Regarding the overall number of members, Texas is miles ahead of the competition thanks to the state's population of over 66,000 residents who belong to the organization. You and the other members of the FFA will have the opportunity to socialize with one another and become more familiar with one another during the yearly conventions that the organization hosts. Each year, members at every level of the organization's hierarchy are given a chance to vote for candidates, and the candidates who

receive the most votes will be considered for appointment to posts that are currently vacant. Anyone interested in participating in one of the many available committees can submit their information online. These committees are charged with various functions, including the organization, management, and funding of various events.

What is the overall length of time that will be needed to complete it? We at the FFA know that everyone's itineraries are crammed to the gills with different events because everyone has such a demanding schedule. Anyone interested in being a part of this wonderful institution can do so in various ways through the many different available channels. There is a place for you whether you want to run for office, compete as an individual, be a part of a team, serve on a committee, compete in talent competitions, attend conventions, or participate in other activities. Whether you want to run for office, compete as an individual, be a part of a team, serve on a committee, compete in talent competitions, or attend conventions, there There is always a way to give, regardless of how much time you have available to contribute; this is true whether you want to run for public office, compete as an individual, be a part of a team, serve on a committee, compete in talent competitions, or attend conventions. There is always a way to give. There is always something that can be accomplished in each given situation. In the game "Free for All," each player takes on someone else's persona.

The body of the text for option (m) is broken up into four headers, with each heading concentrating on a different AIDA convention (Attention, Interest, Desire, and Action). These conventions are intended to operate in a manner that is akin to the pedagogical approach that is used when modelling content of this sort, and as such, they have been developed to function in this fashion. Each headline prompts the reader to consider a topic, such as "How much time is involved?" and then smoothly moves them from one concept to the next.

The genre group, on the whole, had a larger degree of success than the control group when it came to establishing the structural norms of their works. This was compared to the results obtained by the control group. The next paragraph, taken from a manual on flower arranging and found in (n), reaches a conclusion that is simpler to understand and more in line with the norm than the one presented previously.

When you have finished making all the required preparations, the next step is to box everything up so it is ready to be dispatched. This should be done as soon as possible after you have finished

making the preparations. At this stage, the only things left for you to do are connect the card to the front of the arrangement and, if you want, tie a bow around the centrepiece to finish the look. Again, at this point, the only thing left for you is to attach the card to the front of the arrangement. After you have completed the steps in this technique, you may put the vase that contains the flowers back into the refrigerator at this point. Because of this, the flowers will maintain their maximum level of freshness until the time that they are delivered.

After you have finished the current work, some key questions to think about include the following:

Will it fulfil all of the specifications the client has laid down for the project you are working on?

Have they had the experience of feeling that the money that they invested was money well spent?

Do you think that I would have a happy expression on my face if someone were to deliver me this? Do you think that it would?

The Structure of (n) is more in line with the earlier recommendations for writing a conclusion for instructions; these recommendations included any recommendations or inquiries regarding extra maintenance utilized in evaluating quality control. Additionally, these recommendations included any questions used to determine whether or not quality control was adequate. In addition, any questions utilized to evaluate quality control were included in these recommendations.

### **Design**

Within the context of their pieces of technical writing, the participants were graded according to the degree to which they could make effective use of a variety of design features (such as contrast, repetition, alignment, and closeness), as measured by design. This was done to assess the participant's overall level of design literacy. The mean for the control group was 0.58, while the mean amounted to 0.05 for the genre category. The middle point was set at 1, while The value of the standard deviation was calculated to be 0.73. (the value that represented the centre point) was 1.00, while the standard deviation was 0.69). Based on these data, one may deduce a statistically significant difference between the two groups ( $F = .001$ ,  $2 = .10$ ).



The fact that the average score for the control group was within the range that corresponds to the competency indicator demonstrates that participants generally included an acceptable match of design features in their texts. The curriculum vitae displayed in Figure 3 was compiled by a student who is now in her junior year and is majoring in fitness and sports sciences. One font is used for the headers, another font is used for the body material, and a third font is used for the applicant's address information. These three fonts are used consistently throughout the text. The text appears somewhat cluttered due to the author's usage of several different typefaces. In the same fashion, the headers in the body of the text are broken up into three unique levels: the first level shows the name of the applicant, the second level indicates the name of each part, and the third level acts to serve as a subheading to the second level (i.e., the "Student Organizations and Scholarships" heading under "Educational Synopsis"). The reader is not provided with a distinct visual indication to begin recognizing the material, which contributes to the convoluted nature of the text's organizational Structure. This is because the text employs several different fonts, sizes, and heading levels, and also, there is a border that surrounds each page.

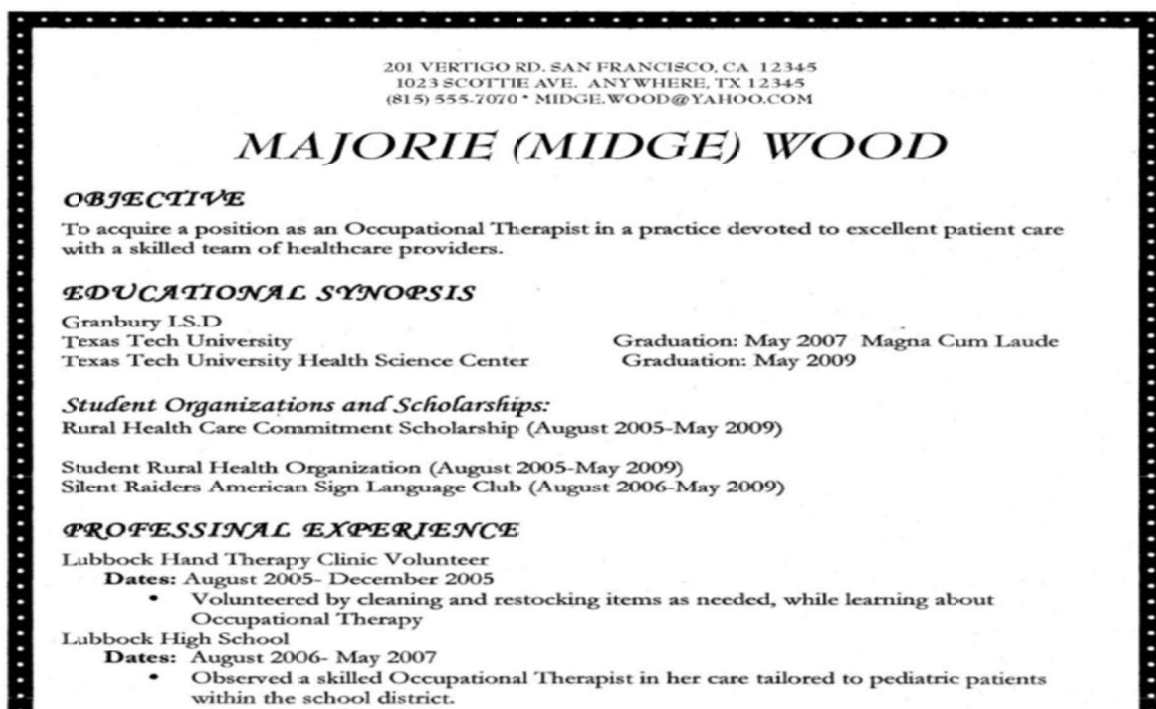
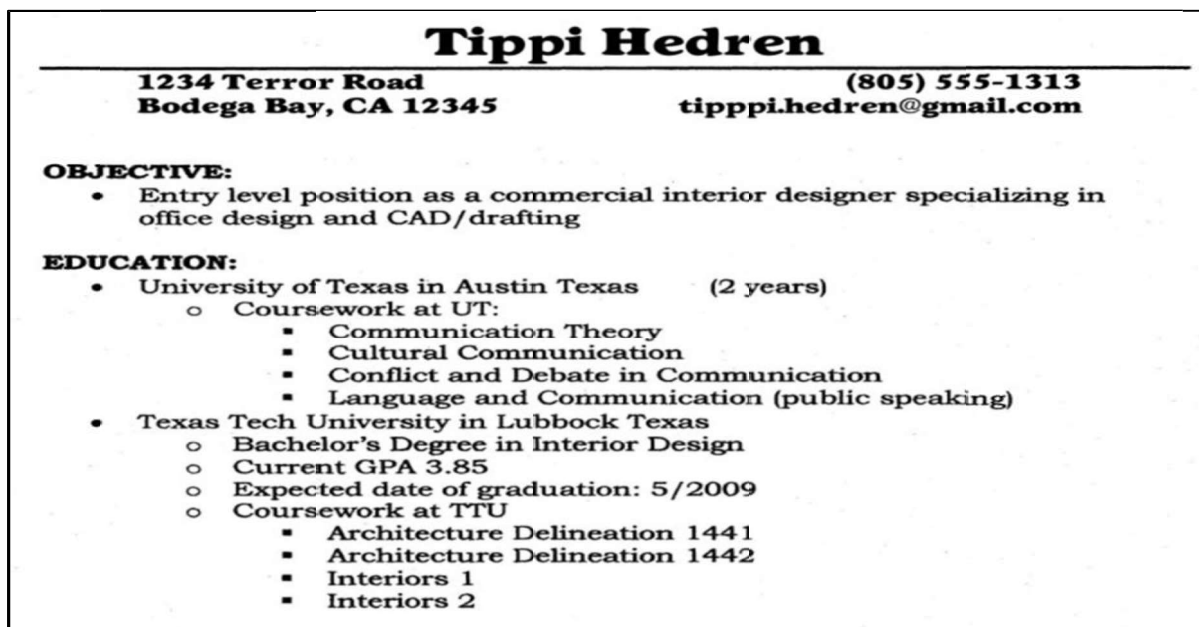


Figure 3. "Competent" design example from control group.

The genre group, on the other hand, received scores in the Good range of the DV, which demonstrates that students generally used design aspects that were an effective complement



for the texts they created. It is possible to draw this conclusion from the fact that the pupils' DV scores were inside the Strong range. A student who is now in the third and final year of her interior design degree produced the curriculum vitae that can be seen in figure 4. The text makes good usage of white space throughout, and also offers a visual hierarchy by boldfacing the headings use of white space across the whole document. In general, the amount of available white space is really effective. However, although the bullets encourage a hierarchical structure inside the organization, the various sorts of bullets do not always group information that is relevant to one another.



*Figure 4.* "Strong" design example from genre group.

## Style

The readability of the paper's substance and the appropriateness of the language were graded by how it was written. The control group had an average score of 0.36 (with a median of 0.00 and a standard deviation of 0.78), whereas the genre group had an average score of 0.88 (with a median of 0.00 and a standard deviation of 0.91). (with a median of 1.00 and a standard deviation of 0.77). The difference between the two groups might be considered statistically significant ( $F_{64.90, p.001, 2} =$ ).

Both groups received scores in the Competent range overall, indicating that participants frequently included language that was a little bit wordy and that there was generally an

excellent fit between the level of formality and complexity and the audience. Both groups received scores in the Competent range overall. In addition, it suggests that participants commonly inserted wording that was quite flowery. The overwhelming majority of the grammatical errors found in both sets of participants were associated with one of the three different categories of communication content. This featured the most favoured straightforward style that might be used for the letter submitting the claim. Examples (o) and (p) demonstrate how the claim was resolved in a manner that is not as crystal clear as one may anticipate it to be (p).

I must investigate the possibility of purchasing a container to transport the flawed hard drive. It would be fantastic if you could provide me with a hard drive that was functionally fixed not too long ago and is now being worked on.

I would appreciate the item being replaced, but if that is not possible, I would be prepared to settle for a credit to your store account or the identical garment in a different colour. Thank you so much for your time and consideration. I am grateful for your kind attention.

Choices (o) and (p) offer evasive explanations of the actions they recommend in their respective scenarios. The writer of (o) gets off to a strong start by asking for a box in which to return his hard disk, which is a smart move. In contrast to this, he continues by saying that a replacement "would be nice too" rather than immediately requesting one be provided. This is a major problem in his reasoning that has to be addressed. Analogously, the author of (p) provides the reader with various potential responses to her assertion rather than disclosing how she would want her claim to be refuted.

In addition, there was a general trend that the participants in the control group picked less effective tones than the choices that the participants in the genre group made. The following instances (q) illustrate the challenges associated with a negative tone, which may be the outcome of a direct writing style (s).

Because I have been one of your most devoted customers for more than 5 years, I have earned the right to put forward particular requirements to the business you run. So please allow me to make the following request of you.

I can only hold out hope that you would consider my concerns and either credit my account or provide a refund of the \$6.50 stolen from me. Thank you in advance for your attention to this matter. If you do not get back to me within a reasonable amount of time with an explanation of how you feel about the situation, I will be compelled to consider several other options.

Within a week, if I do not receive a response from a company representative or the attorney representing the corporation, I will consider this matter resolved. I may be obliged to pursue additional legal action against your organization. I apologize for the inconvenience this may cause you. If this behaviour persists, I will be left with no other option but to take such action.

Both the use of the phrase "demand" in provision (q) and the implied threat that "additional actions may be taken" over a \$6.50 charge in provision (r) point to an inappropriate application of the direct approach. In provision (q), the phrase "demand" is used. In provision (r), the phrase "additional actions may be taken" is used (r).

Nevertheless, the participant's dispute centred on a car bumper and grille that, in his opinion, had been installed improperly. Consequently, he indicated that pursuing legal action, such as what had been done in (s), could be an acceptable way to proceed. The writer's first attempt to discuss this topic with the reader was the claim letter, which raises the possibility of legal action to an exceptionally high degree. The author continues to make use of an inappropriate application of direct style by stating, "I will also refer anyone I talk with to a different shop because of this bad first experience with your shop, which will undo the thousands of dollars you have spent on advertisement," which is an example of an improper application of direct style. The author continues to use an inappropriate application of direct style by stating, "I will also refer anyone I talk with to a different shop because of this bad first experience with your shop." The author of the reflective piece explained that he used a tone that was "formal, but slightly more polite" than he would have done otherwise because he had the preconceived notion that the recipient, the owner of a small custom vehicle business, would be less accustomed to receiving a claim letter than an executive at a bigger corporation. Would be. This is because the writer of the reflective piece believed that the reader is less accustomed to the practice of receiving a claim letter. Because the writer of the reflective piece explained that he used a tone that was He wrote that he believed this because he believed that the reader would have a lower baseline expectation of receiving a claim letter. He believed this because the

reader be less accustomed to the practice of getting a claim letter. The author argued that his claim that the company should cease its advertising campaigns should be taken seriously by providing the following justification in support of his position: "It is more likely that my demands will be met because smaller companies are trying to grow, and one lost customer is more important to them than it is for a larger company that already has thousands of customers."

### **Editing**

The readability of the materials was evaluated based on how the presence of editing mistakes impacted the process of reading the texts employed for technical objectives. The control group's average score was 0.63 out of a possible 1. (with a median of 1.00 and a standard deviation of 0.71). The genre category had an average score of 1.16 overall (with a median of 1.00 and a standard deviation of 0.60 per cent). A statistically significant difference was found between the two groups, with the test results reading  $F = 100.04$ ,  $p.001$ , and  $2 = .13$ .

The members of the control group's average score were within the range for the Competent category, which shows that students frequently produced written work with between three and four grammatical, mechanical, or typographical mistakes on each page. The text's readability and functionality were somewhat affected as a result of this. The following samples are provided to illustrate a few of the editing mistakes that were found in the texts:

I am unhappy with the product I purchased because the Guitar Hero controller you supplied worked well. This is the primary reason why I am unhappy with my purchase.

When you leave a department store and are trying to remember all the different cards you have been given, this step is helpful because it reminds you to check that you have all of your different cards whenever you log in to the computer to register your purchases. This is helpful when trying to remember all the different cards you have been given. This makes it much simpler to think of all the different cards you have in your possession when you leave a department store.

We ask that you fill out a trial registration form, and you should be ready to meet the new you just a little under a month from now.

When considered within the framework of a claim letter, the absence of the phrase generates uncertainty regarding the purpose of the text. This is true even though deleting the term "doesn't" from (t) is a very little editing mistake. Next, although the change in verb tense in (u) may similarly be considered minor, it does affect how users should check their credit cards to prevent identity theft. This is done to protect themselves from having their personal information stolen. This is done so that they can prevent their personal information from being taken from them. The fact that the student used improper language in (v) ——— "trail form" instead of "trial form" and "that" instead of "than" ——— makes it more challenging to understand the action statement in the recruiting email.

The genre group obtained scores that were inside the Strong range of this DV, which means that participants routinely wrote texts with less than two errors per page, which did not contain an error impairing the reading of the text in any way. This information was gleaned from the results that the genre group obtained.

The second research question was the identification of the effect that the meta-discourse functions had on the therapy being given. I was especially curious about how the experimental group the wide. The results were affected by the type of literature read, as well as the gender, academic year, and field of study of the participants. Specifically, I was interested in how these factors affected the results. Specifically, I was interested in learning more about the outcomes of the experimental group. In order to answer this question, the following provides details about the findings about the principal influences of the Year and Broad variables, as well as the findings concerning the interaction between the Broad factors and the Gender factors.

### 3.2 Main Effect of Broad

In addition, there was a.001, and the value of 2 was.08). Audience, Purpose, Design, and Style, as well as Editing, Each Had Substantial Levels of Influence When Considered Alone Audience, Purpose, Design, and Style each had significant levels of impact when considered alone. The following is a summary of the findings from the Post Hoc Tukey HSD test, which identified a large number of interactions and had a significance level that was lower than 0.05.

**Table 3.** Means scores (and standard deviations) for the three broad text types by Audience, Purpose, Design, Style, and Editing

|                | <b>Audience</b> | <b>Purpose</b> | <b>Design</b> | <b>Style</b> | <b>Editing</b> |
|----------------|-----------------|----------------|---------------|--------------|----------------|
| Correspondence | 0.12 (1.15)     | 0.30 (1.26)    | 0.94 (0.64)   | 0.48 (0.78)  | 0.75 (0.64)    |
| Job materials  | 0.35 (1.00)     | 0.64 (1.00)    | 0.75 (0.84)   | 0.59 (0.84)  | 1.08 (0.70)    |
| Procedures     | -0.08 (1.45)    | 0.49 (1.29)    | 0.71 (0.72)   | 0.91 (0.77)  | 0.77 (0.77)    |

In general, the application materials for the position featured appeals to an audience that were much more compelling than the processes and appeals to the purpose that was noticeably more compelling than the letters. In addition, the appeals to the audience and the aim were of far bigger importance than the methods. In addition, the editing process for the content that was pertinent to the job was more in-depth than the editing process for the other forms of writing (see Table 3). These pieces of evidence may show that the participants emphasize the aspects of the work they exploited.

After then, a greater degree of attention was devoted to the design of the message as opposed to the materials and procedures that would be utilized to finish the mission. This was done in order to ensure that the message was received successfully. This outcome is certainly connected to the fundamental design components utilized in letters, the most crucial of which are letterheads and subheadings. These components are utilized in the production of letters.

In conclusion, the techniques included forms of writing that were superior to those applied in the myriad of other materials. This outcome could have something to do with the technique by which the participants advised readers on how to do a task by outlining the procedures in a particular style. The imperative mood, a technique to express orders or make requests, was the primary way this aim was accomplished from a stylistic point of view. This is because The urgent mood is a kind of expression utilized while giving directives or posing questions. In comparison, the writing style offered by the correspondence unit for the claim letter was on the simpler side, while the writing style

provided for the recruiting email was on the more interesting side. If any of these two forms had been used, it could have been more challenging for the participants.

### 3.2 Main Effect of Year

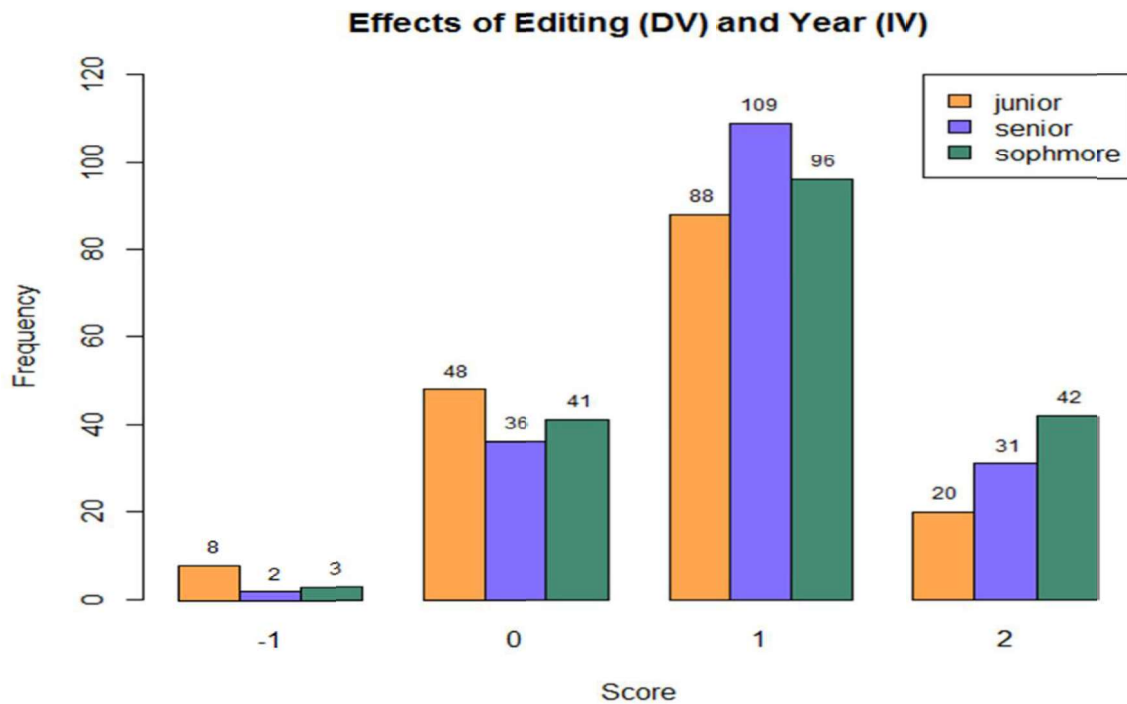
On the dependent variables, there was a difference between the juniors and seniors that had the potential to be considered statistically significant (Pillai's Trace = 0.08,  $F = 12$ ,  $p.001$ ;  $\eta^2 = .03$ ). The juniors and the seniors were discovered to have this disparity from one another. The Audience, Structure, Design, and Editing components reached statistical significance when studied separately; however, the Post Hoc Tukey HSD test only demonstrated significant interactions within the Editing component.

**Table 4.** The following are the mean scores, as well as the standard deviations, for juniors, seniors, and sophomores according to Editing

|            | Editing     |
|------------|-------------|
| Sophomores | 0.97 (0.72) |
| Juniors    | 0.73 (0.74) |
| Seniors    | 0.95 (0.65) |

Students who were in their senior year and students who were in their sophomore year were able to make more significant improvements to their technical writing than students who were in their junior year (see Table 4). When compared to their seniors, junior writers had a lower percentage of their scores categorized as being in the range of superior and strong, whereas senior authors had a higher percentage of their scores categorized as being in the range of competent and weak (see Figure 5). The errors in editing that may be found in paragraphs (t) through (u), for instance, are an illustration of some of the problems that differentiate juniors from their peers (v).





*Figure 5.* Editing scores within year.

### 3.4 Interaction between Gender and Broad

It was discovered that there was a difference in gender among the authors, and that this difference had a statistically significant interaction with the kind of wide text ( $V = 0.07$ ,  $F(2, 902) = 3$ ,  $p.001$ ;  $\eta^2 = .04$ ). Specifically, it was discovered that the interaction between the gender difference and the broad text type had the following values: It is essential to take into account the relevance of the organization's Purpose in addition to the Structure of the organization. The findings of a Post Hoc Tukey HSD test, which uncovered numerous of the following, are offered below for your perusal and consideration. The findings of the examination provided the basis for these inferences. associating oneself with other people, in addition to the fact that

**Table 5.** The following table presents the means of the participants' ratings, together with the standard deviations, based on the wide text type found in the Purpose and Structure section.

|  |         |  |  |           |  |
|--|---------|--|--|-----------|--|
|  | Purpose |  |  | Structure |  |
|--|---------|--|--|-----------|--|

| Broad text type | Overall  | Female | Male   | Overall <i>m</i> | Female     | Male       |
|-----------------|----------|--------|--------|------------------|------------|------------|
|                 | <i>m</i> |        |        |                  |            |            |
| Correspondence  | 0.30     | 0.29   | 0.31   | 0.68 (0.87)      | 0.72       | 0.62       |
|                 | (1.26)   | (1.29) | (1.22) |                  |            | (0.91)     |
| Job materials   | 0.64     | 0.75   | 0.45   | 0.75(1.02)       | 0.96       | 0.42       |
|                 | (1.00)   | (0.92) | (1.41) |                  |            | (0.00)     |
| Procedures      | 0.49     | 0.78   | 0.16   | 0.62 (0.90)      | 0.53(0.96) | 0.72(0.84) |
|                 | (1.29)   | (1.17) | (1.37) |                  |            |            |

However, the overall averages for both genders across all sorts of writing are all within the range considered competent. This is the case regardless of whether or not the writing was done by hand or on a computer. Female authors generally incorporate aggressive goal declarations into their writing more so than male authors (note the panel on the left of Table 5). This score reveals that all participants generally conveyed their desired objective; nonetheless, they frequently included calls to action that were either underdeveloped or implied in their statements. In the examples, each of these issues is shown by utilizing a different mix of the different kinds of text. In particular, the use of purpose statements by females in their work materials was much higher compared to the use of comparable statements by males in their letters and their processes. This was shown to be the case regardless of the type of statement being examined. This was the case irrespective of whether or not the remarks were included in the materials provided for the task. This was the case when we looked at how people of both sexes used these terms and discovered that it was true. In addition, women used purpose statements that were more forceful in the documents they submitted for positions than in the communication they sent. In addition, women used purpose statements inside their processes that were more persuasive than the ones they used within their letters. It is important to note that people of both sexes experienced the same amount of difficulty with their communication, which, out of the three distinct types of communication, is perhaps the one that has the narrowest focus on its intended outcomes (For instance, the goal of this document is to establish new procedures for utilizing the photocopier in the workplace.) In a similar line, the male authors had the most difficulty determining the aim of their techniques when they were trying to figure out what they were doing. Many of these male authors start their work with

a list of responsibilities that are instructive to the reader rather than beginning their writing with a narrative that establishes the purpose of the piece and the audience for whom it was intended to be read. This is because many of these male authors believe that narratives are more likely to be read by the target audience. In this article, we demonstrate the usage of an example, one of the most typical techniques to orient readers at the beginning of a procedural book.

In addition, the structural quality of the writing that female authors generated was significantly higher than that which male authors generated; however, the total averages for both sexes across all types of text were, once again, all within the range of what is considered to be Competent (see right panel of Table 5). However, they added a few confusing headers and transitions and some tiny illogical arrangements. This score shows that the authors adhered, for the most part, to the structural standards of the texts; however, they did add a few confusing headers and transitions. More specifically, women performed a far better job than men of arranging the information they had available to them in their work. Structure-related problems were present in the cover letter submitted for the employment, and they contained several conventions that were applied incorrectly, as can be seen, most plainly in Figure 2. In addition, there were several concerns with the structure of the layout of the resume, including sections that were not grouped logically and titles that were not instantly comprehensible.

Moreover, there were several typos throughout the document. In addition, to accomplish the task, females established procedures that were far less regimented than the ones that males did. Only in the genre of literature known as processes do male authors tend to construct more robust structures than their female counterparts. Unfortunately, this turned out to be the case.

#### **4. Discussion**

According to the findings, specific instruction was beneficial to the production of technical writings by the genre groups, which led to a stronger understanding of conventional technical writing standards than was shown in the control groups. This resulted from the genre groups being exposed to specific instruction. This was the outcome of the genre groups being presented with genre-specific teaching. Specifically, this was the effect. In

addition, the DVs showed significant associations with the participants' gender, the school year in which they were enrolled, and the type of general literature that they were reading. In this part, I will explore these findings, address some methodological limitations, suggest topics for more study, and give some clinical practice implications. I will also provide some context for these findings.

The first line of inquiry conducted for the study project looked into the outcomes of applying an explicit treatment to the kind of writing being studied. Students who were instructed using the treatment produced writings that displayed a greater sensitivity regarding the audience, the objective, the structure, the design, and the editing when compared to students who were instructed using more traditional teaching methods. This was the case for all aspects of the writings that were produced. This was evident in the pupils' writing abilities, as discussed before. These findings offer the very first experimental insights into how individuals whose primary language is English react to the explicit instruction of technical literature. These individuals had English as their first language. The findings are in line with those acquired from research involving experimental control groups and the direct instruction of academic writing norms, so they are congruent with those findings as well (Carter et al., 2004; Wilder & Wolfe, 2009).

The answer to this first question, which was connected to the discovery that was most important the answer to this first question was the cumulative effect that the treatment had on the children across all of the different domestic violence situations. This response was discovered to be tied to the discovery that was most relevant to this first question. It is vital for technical writing to effectively touch with actual people to successfully elicit a response that will, in the majority of cases, be to the writer's advantage. The examination of the audience and the objective of the writing serve as the foundation for the organization, design, and style of the text, in addition to the process of editing the work. This foundation also serves as the basis for the editing process. There is a widespread concern among genre scholars in North America that explicit training may encourage prescriptivism and overgeneralization of norms. Both of these factors can potentially be detrimental to students' health once they have entered the workforce. These academics have observed that the learning environment of the workplace, which is impromptu and unstructured, is distinct from the learning environment of the classroom, which is structured and ordered,

with instructional units that are meant to build upon one another in order to create a more complex whole (Freedman & Adam, 1996, 2000). Writing is a technique that professional communicators use to persuade companies to take action; yet, in the classroom, instructors provide writing assignments to students to facilitate learning. The degree of precision the student writers offer in their projects may be influenced in some way by the various aims being pursued. For example, offering an excessive quantity of detail in order to demonstrate that they have mastered a certain subject may demand students to include a higher degree of precision in their writing (Freedman, Adam, & Smart, 1994). (Freedman, Adam, and Smart, 1994). [citation needed] On the other hand, some habits, such as overgeneralization and misapplication, are characteristic of the writing process of an emerging author; nevertheless, they are not necessarily equal to purposeful instruction. Rather, these tendencies are symptomatic of a growing writer (Fahnestock, 1993; Romer, 2009b; Williams & Colomb, 1993). (1993); Fahnestock, J. (1993); Romer, 2009b; Williams & Colomb, 1993; and According to the findings of this study, students who wrote in this genre were able to transition from the aims of academic writing to those of technical writing. In addition, they could change their writing in line with the course requirements and the instructions provided in the assignment description. In addition, students who chose to write in this mode were permitted to adapt their work to meet the curriculum's demands and the requirements outlined in the instructions—provided in the assignment description. In addition, students were able to successfully make the shift from the objectives of academic writing to those of technical writing. Compared to the experimental group students, the students in the control group fared badly in these same areas. Additionally, it indicated that the students in the control group struggled more with audience awareness and the underlying structural criteria of certain genres.

The second study question investigated whether or not the therapy process was affected in any way, whether it was for the better or, the worse, by meta-discourse functions. The data showed that the academic year of the students and the broad text style had a significant influence. On the other hand, it was found that the gender of the pupils and the broad text type interacted with one another. The outcome that was arguably the most relevant about this second difficulty was the significance that students ascribed to various sorts of broad texts depending on the genre they were writing, most notably the cover letter and resume.

People assigned to this group produced employment materials that were, on average, more audience-conscious, deliberate, and edited than the materials produced by the control groups. This is compared to the people assigned to the control groups, which produced materials that the control groups produced. Although the ability to analyze audiences was stressed across all three of the teaching modules, the genre groups seemed to have the strongest relationship to the actual job materials. The following is a perspective written by a student in his second year of majoring in international marketing and is presented here for your perusal. The following are the aspects of the lesson that the student felt particularly emphasized their importance to him:

The arrival of summer ushers in an exciting period for many of us, as it heralds the prospect of job or internship opportunities. For many of us, this time of year is great anticipation. My experience producing a curriculum vitae has proven to be a very helpful educational opportunity for me, as it has enabled me to get a better grasp of the fundamentals required to successfully navigate the job market. The job materials assignment I have been given will serve as a model and guide for any potential employer I may apply for in the not-too-distant future. This is because the assignment will serve as a model for the job materials that I will need to submit. This is because the materials for the job assignment were given to me.

This participant was probably able to recognize the immediate relevance of this assignment because they had a job search coming up, and this observation may provide some insight into the reason why work materials, which arguably have less of a clear structure and approach than communications and procedures, were often better created. This participant probably could recognize the immediate relevance of this assignment because they had a job search coming up. Because this participant was going to be doing a job search shortly, they could likely perceive the immediate relevance of this task. These findings provide additional evidence to support the prior observations that students of this genre appeared to effectively shift from the goals of academic writing to those of technical writing. The prior observations were that students of this genre appeared to shift from the goals of academic writing to those of technical writing. According to the earlier findings, students of this type of writing seemed to move away from the objectives of academic writing and toward those of technical writing.

In addition, the job applications that women sent had mission statements and organizational structures written in style far more intricate than what men offered. This was especially the case when compared to the items provided by the guys. It has been demonstrated that female presenters chose more formal registers than male speakers (Finegan & Biber, 2001), which may explain why the findings of this study were different for the two genders. Students who were either in their senior year or in their sophomore year at the time the study was conducted had a greater ability to edit their texts than students who were currently in their junior year of school. Similarly, Boettger and Wulff (2014) found that college juniors typically use less formal grammatical forms in their writing than their peers in their sophomore or senior year of college. This was the case when comparing the writing of college juniors to that of college seniors. It was determined that this was the case. This conclusion may help explain the varied editing strategies discovered in this study's findings. To put it bluntly, the impact size of the meta-discoursal functions compared to the explicit treatment is not one that is substantial. Although the findings do not provide any data that can be considered conclusive, they can contribute to the ever-increasing interest in how social circumstances influence students' responses to writing and particular educational strategies such as explicit teaching. This interest has been growing steadily over the past few years.

#### **4.1 Limitations**

Even though a significant amount of focus was placed on the methodological design and the analysis of the initial quality of participants, one cannot escape the restrictions of having one's own set of constraints. This study is not immune to the constraints of its limits. During this study, which lasted for a total of sixteen weeks, the researchers wanted to find out what kind of an effect it had on the participants if they were only allowed to take one of three classes focused on specific genres. This restriction was in place so that the researchers could compare the results. The fact that the students were only exposed to the therapy for a limited time is presumably the root cause of any findings that did not meet the criteria for statistical significance. Similarly, the purpose of the so-called experiment was not to gauge the students' capacity to pick up new information throughout an extended period; rather, the objective was to assess the student's familiarity with various forms of literary expression. Because it was not a component of the research topic, determining the



extent to which students went on to apply these particular instructions in their future professional writing was not within the purview of this study and so was not one of its objectives.

#### **4.2 Future Research**

Within the framework of a technical writing workshop attended by students majoring in various disciplines of study, the goal of this study was to give first insights into how native speakers of a language respond to an explicit genre instruction. The findings lend credence to earlier research on academic writing and imply that it is beneficial to make specific instructional choices when teaching students who come from various backgrounds and have varying degrees of ability. First, this is because the findings suggest that teaching students with different levels of ability are beneficial. This is because the findings imply that it is to everyone's advantage to teach pupils who have varying degrees of competence. A longitudinal point of view should be utilized in any study that is carried out in the future to explore these upcoming difficulties. This tactic's objective is to maintain contact with the same group of individuals over a whole semester, through each writing class, and after they start working at their respective jobs. In addition, addressing the transference difficulties raised by North American genre theorists more effectively will be possible if research of the sort outlined above is carried out.

#### **4.3 Implications**

It has been demonstrated that explicit instruction is an efficient method; however, teachers still have the responsibility of implementing these strategies to encourage students to comprehend how texts develop, function, and impact the lives of humans. This obligation burdens teachers, who bear the burden of proving that explicit instruction is an efficient method. The fact that the students were given task descriptions pertinent to the real world appears to have been one of the aspects that the students very well received. In particular, the job materials assignment required both experimental groups to write a cover letter and resume for a position they already possessed the necessary qualifications rather than for a position for which they aspired to be qualified one day. This was in contrast to the assignment given to the control group, which required them to write these documents for a position they hoped to be qualified for one day.

In contrast, the assignment handed to the control group asked them to write these papers for a position they aspired to one day be qualified for. Specifically, they were to write these documents for a post at a university. It appeared to contextualize the writing tasks for the students who were learning the genre, which was helpful because it was combined with the explicit treatment. Students may have found it easier to shift from academic to technical writing styles with the help of this method. Teachers can also encourage their students pursuing several majors to conduct independent research into the technical genres linked with each of their fields of study as part of the framework of the study of technical writing in the classroom. This can be done within the context of studying technical writing in the classroom. Taking various technical writing classes simultaneously might be challenging, but this can help reduce some of those challenges. A framework that is supportive of the individual discoveries that each student makes is provided by this method, which is discussed in this article and comprises sessions that are first led by the teacher but transition into activities directed by the students.

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## **Appendix A**

Below is the general outline of the genre treatment

### **Pretest – Week 1 (Genre & Control Section)**

- Administer writing pretest to both sections, ideally on the first day of class. I need unmarked, ungraded copies of both sections' pretests (20 mins)

### **Introduce Genre – Week 1 or 2 (Genre Section)**

- Assign Hubert reading the class period before the lecture and In-class Exercise #1
- Lecture on genre—PowerPoint and notes relating to Hubert provided (20 mins)
- In-class Exercise #1 -- In groups, students will revise one genre example based off a given context (i.e., a formal wedding invitation is revised for a casual, Country-style audience). Groups informally discuss final product with the class. (30 mins)

### **Genre-Centered Unit - Week 3-4 (Genre Section)**

Please follow the major stages sequentially as you'll find they have a natural order. These stages should not all be completed in one class period; ideally, they should be taught over 3-4 different class periods. **Control class does not participate in the following instruction.**

#### **Modeling of Genre**

- Model the genre—audience, purpose, format, design, style, and editing—through the provided annotated examples (20 mins)
- Review the assignment description (10 mins)
- Discuss conventions and examples packet (10 mins)

#### **Joint Negotiation of Genre**

- In-class Exercise #2 - In groups of 2-3 members, students will construct an example of a

genre based of a given scenario. As a class, students discuss/defend their final model while the instructor acts as the facilitator (40 mins)

**Social Implications of Genre**

- In-class Exercise #3 -- In groups of 2-3 members, students will evaluate 3-4 historical examples of the genre. Group members should note how the genre evolves (or decays) over time and reflect on how these changes will influence their independent construction of the genre(s) (30 mins)

**Independent Construction of Genre**

- Students submit their final draft of the unit. I need unmarked, ungraded copies.
- **Appendix B**

Assessment scale and definitions for the student texts

|                 | <b>+2<br/>(Superior)</b>   | <b>+1<br/>(Strong)</b>  | <b>0<br/>(Competent)</b>   | <b>-1<br/>(Weak)</b>   | <b>-2<br/>(Incompetent )</b>  |
|-----------------|--|---|--|--|---|
| <b>Audience</b> | Excellent match of document to intended audience needs<br><br>An ethical approach to the communication situation | Adequate match of document to intended audience needs<br><br>An ethical approach to the communication situation | Some mismatches of document to intended audience needs<br><br>An ethical approach to the communication situation | Significant mismatches of document to intended audience needs<br><br>Questionable ethics | Failure to match intended audience needs<br><br>□ Unethical aspects |
| <b>Purpose</b>  | States the intended purpose clearly  | States the intended purpose mostly clearly  | States the intended purpose, but not clearly.  | States the intended purpose in a way that confuses the reader or is illogical.           | Does not state the intended purpose                                 |

|           |   |   |   |   |   |
|-----------|---|---|---|---|---|
| Structure | <p>Follows structural conventions for the genre</p> <p>Uses clear readings and transitions</p> <p>Arranges parts logically</p>  | <p>Follows structural conventions for the genre</p> <p>Uses mostly clear headings and transitions</p> <p>Arranges parts logically</p>                                 | <p>Follows structural conventions for the genre</p> <p>Uses a few unclear headings and transitions</p> <p>Includes a few minor illogical arrangements</p>   | <p>Fails to follow some structural conventions for the genre</p> <p>Uses ambiguous or nondescriptive headings and transitions</p> <p>Includes significant illogical arrangements that cause difficulty in reading</p> | <p>Fails to follow significant structural conventions for the genre</p> <p>Fails to use headings and transitions successfully</p> <p>Arranges parts illogically</p>   |
| Design    | <p>Excellent match of design elements to document genre</p> <p>Effective use of design principles such as repetition, alignment, contrast, and proximity</p> <p>Clear, readable typography</p> <p>Excellent and ethical use of graphics</p> | <p>Good match of design elements to document genre</p> <p>Good use of design principles</p> <p>Clear, readable typography</p> <p>Good and ethical use of graphics</p> | <p>Adequate match of design elements to document genre</p> <p>Implementation of design principles in most areas</p> <p>A few problems with typography</p> <p>Adequate and ethical use of graphics</p> | <p>Poor match of design elements to document genre</p> <p>Poor implementation of design principles</p> <p>Significant problems with typography</p> <p>Poor use of graphics or graphics with questionable ethics</p>   | <p>Failure to match design elements to document genre</p> <p>Lack of implementation of design principles</p> <p>Problems with typography that defeat usability</p> <p>Lack of required graphics or unethical graphics</p> |
| Style     | <p>Clear and succinct prose</p> <p>Excellent matching of level of reality and technicality to audience</p>  | <p>Almost always clear and succinct prose</p> <p>Good matching of level of formality and</p>  | <p>Somewhat unclear or wordy prose</p> <p>Mostly good matching of level of formality and technicality to audience</p>   | <p>Significantly unclear or wordy prose</p> <p>Clear mismatches of level of formality and technicality to audience</p>  | <p>Unclear and wordy prose throughout</p> <p>Extensive mismatches of level of formality and technicality to audience</p>  |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  | Gender- and culture-appropriate language | technicality to audience<br>Gender- and culture-appropriate language | Gender- and culture-appropriate language | Some problems with sexist or racist language | Significant problems with sexist or racist language |
|--|--|--|--|--|---|

### Appendix C

| Statistical output from the MANOVA |    |                |       |        |      |                |
|------------------------------------|----|----------------|-------|--------|------|----------------|
|                                    | Df | Pillai approx. | F num | DF den | Df   | Pr(>F)         |
| (Intercept)                        | 1  | 0.81           | 327   | 6      | 450  | < 2e-16<br>*** |
| GROUP                              | 1  | 0.28           | 29    | 6      | 450  | < 2e-16<br>*** |
| BROAD                              | 2  | 0.23           | 10    | 12     | 902  | < 2e-16<br>*** |
| GENDER                             | 1  | 0.04           | 3     | 6      | 450  | 0.01 *         |
| YEAR                               | 2  | 0.08           | 3     | 12     | 902  | 0.00<br>***    |
| MAJOR                              | 1  | 0.02           | 1     | 6      | 450  | 0.26           |
| GROUP: BROAD                       | 2  | 0.04           | 2     | 12     | 902  | 0.11           |
| GROUP: GENDER                      | 1  | 0.01           | 1     | 6      | 450  | 0.53           |
| BROAD: GENDER                      | 2  | 0.07           | 3     | 12     | 902  | 0.00<br>***    |
| GROUP: YEAR                        | 2  | 0.03           | 1     | 12     | 902  | 0.24           |
| BROAD: YEAR                        | 4  | 0.05           | 1     | 24     | 1812 | 0.63           |
| GENDER: YEAR                       | 2  | 0.04           | 1     | 12     | 902  | 0.17           |
| GROUP: MAJOR                       | 1  | 0.02           | 1     | 6      | 450  | 0.27           |

|                                      |     |      |   |    |      |        |
|--------------------------------------|-----|------|---|----|------|--------|
| BROAD: MAJOR                         | 2   | 0.05 | 2 | 12 | 902  | 0.03 * |
| GENDER: MAJOR                        | 1   | 0.03 | 2 | 6  | 450  | 0.03 * |
| YEAR: MAJOR                          | 2   | 0.05 | 2 | 12 | 902  | 0.02 * |
| GROUP: BROAD: GENDER                 | 2   | 0.03 | 1 | 12 | 902  | 0.30   |
| GROUP: BROAD: YEAR                   | 4   | 0.08 | 2 | 24 | 1812 | 0.03 * |
| GROUP: GENDER: YEAR                  | 2   | 0.04 | 2 | 12 | 902  | 0.09.  |
| BROAD: GENDER: YEAR                  | 4   | 0.07 | 1 | 24 | 1812 | 0.10.  |
| GROUP: BROAD: MAJOR                  | 2   | 0.05 | 2 | 12 | 902  | 0.04 * |
| GROUP: GENDER: MAJOR                 | 1   | 0.03 | 2 | 6  | 450  | 0.03 * |
| BROAD: GENDER: MAJOR                 | 2   | 0.03 | 1 | 12 | 902  | 0.47   |
| GROUP: YEAR: MAJOR                   | 2   | 0.04 | 2 | 12 | 902  | 0.07.  |
| BROAD: YEAR: MAJOR                   | 4   | 0.06 | 1 | 24 | 1812 | 0.32   |
| GENDER: YEAR: MAJOR                  | 2   | 0.03 | 1 | 12 | 902  | 0.37   |
| GROUP: BROAD:<br>GENDER: YEAR        | 4   | 0.05 | 1 | 24 | 1812 | 0.64   |
| GROUP: BROAD:<br>GENDER: MAJOR       | 2   | 0.02 | 1 | 12 | 902  | 0.82   |
| GROUP: BROAD: YEAR:<br>MAJOR         | 4   | 0.04 | 1 | 24 | 1812 | 0.85   |
| GROUP: GENDER: YEAR:<br>MAJOR        | 2   | 0.03 | 1 | 12 | 902  | 0.49   |
| BROAD: GENDER: YEAR:<br>MAJOR        | 3   | 0.04 | 1 | 18 | 1356 | 0.34   |
| GROUP: BROAD:<br>GENDER: YEAR: MAJOR | 2   | 0.03 | 1 | 12 | 902  | 0.34   |
| Residuals                            | 455 |      |   |    |      |        |

Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1