TABLE OF CONTENTS

		Page
Acknowledg	gements	VI
Abstract		VII
List of Figur	res	XI
List of Table	es	XII
List of Abbi	reviations	XIIIX
Chapter 1	Introduction	1
	Rationale and Statement of the Problem	2
	Objectives of the Study	6
	Definition of Terms	7
	Significance of the Study	8
Chapter 2	Review of Literature	10
	Theoretical View of Genre Theory	10
	Related Research on GBA	20
	Overview of ESL Writing Instructions	25
Chapter 3	Methodology	28
	Preparation of the Study	29
	Subjects	30
	Instruments	31
	Data Collection	31
	Data Analysis	32

Chapter 4	Results	34
	Background Information of the Subjects	35
	An Analysis of Language Features	38
	An Analysis of Schematic Structure	39
	An Analysis of key features in the	
	Schematic structure	40
Chapter 5	Conclusion and Discussion	43
	Summary of the Study	43
	Discussion of the Results	46
	Recommendations	50
References		52
Appendices		58
Appendix A	Curriculum Model	59
Appendix B	Checklists	60
Appendix C	Questionnaire	63
Appendix D	Lesson Plans	65
Appendix E	Teaching Materials	78
Appendix F	Sample Analysis	92

List of Figures

Figure 1	Language as the Realization of Social Context	13
Figure 2	Factual Genres	14
Figure 3	The Teaching and Learning Cycle	24
	Q	

List of Tables

Table 1	Curriculum Cycle	20
Table 2	Conceptual Framework of Data Collection Procedure	28
Table 3	Research Teaching Schedule	31
Table 4	Areas of Data Analysis	34
Table 5	Background Information of the Subjects	35
Table 6	Ideas on General English Writing	36
Table 7	Frequency of Language Features	38
Table 8	Schematic Structure Appeared in the Report	40
Table 9	Frequency of Key Features in the Schematic Structure	41

List of Abbreviations

ESL English as a Second Language

EFL English as a Foreign Language

ESP English for Specific Purposes

EAP English for Academic Purposes

GBA A Genre-Based Approach

NES Native English Speaker

GC General Classification

GS General Statement

(Note: quotes cited in this study from Raimes 1991 and Reid 1993, ESL is used by both of them referring to both second language learners and foreign language learners.)