

Improving Persuasive Writing of Netadvertisement through Genre Based Pedagogy in a Chinese College Classroom

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Abstract – Netvertisement is an important multimodal genre that promotes products through online commercial platforms like Amazon.com and eBay which are important and thus included into the teaching of many business courses in my school. Despite the abundant studies into the rhetorical functions of language in different genres, how grammar has been included into the writing syllabus for the emerging genre of digital advertisement is yet rarely reported. This PhD study aims to address this gap by relating systemic functional grammar (Halliday, 2014) to pedagogical grammar in the design of a language classroom. The study is underpinned by 1) the theoretical construction of persuasion from three perspective of engagement, graduation, and manipulating information packaging, and 2) pedagogical proposals from Vygotsky’s sociocultural theory of learning, the Curriculum Cycle (Derewianka, 1990) of genre-based pedagogy based on systemic functional linguistics (SFL-GBP) school, and Communicative Language Teaching principles. The current study has carried out a design-based research (DBR) which involved considerable original designs and research endeavours to develop an innovative type of learning and teaching in the genre of netvertisement. There were 53 international-logistics-major students from a Chinese vocational college participating in the one-semester intervention program across two iterations. Iteration Two (9 weeks) made improvement and adjustment based on the results of Iteration One (7 weeks), which included, for example, extending the first phase (of building the awareness of genre) from one to two sessions, offering opportunities of individual production by modifying the design of activities, presenting marking rubrics during the end of every session, and providing a coffee-and-tea break between the stages of Deconstruction and Joint to Independent Construction. In conclusion, practically, this study has developed original educational packages that effectively improve generic competence in digital writing, as is evidently supported by learners’ significant progress between pre-and post-tutorial submissions in terms of move structures and rhetorical strategies of persuasion. Theoretically, suggestions and reflections on practical

teaching are provided in terms of 1) the translation of SFL concepts into pedagogically feasible elements for instruction and 2) the instructor's role in scaffolding the learning and adapting plan according to local contingencies.

Keywords: Netvertisement, Persuasive writing, Genre-based pedagogy