

DISCOURSE AWARENESS IN IMPROVING NON-NATIVE STUDENTS' ABILITY IN GENERIC WRITING

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This study explores the importance of teaching discourse patterns to non-native university students. I used particular discourse patterns in teaching generic writing to undergraduate students at the Gulf University for Science and Technology, GUST, in Kuwait. The assumption of this study was that undergraduate non-native students should be aware of the importance of discourse patterns in generic writing. This hidden tactic is not obvious unless consciously taught to them. To study the importance of generic patterns, I opted to teach discourse patterns that are used in newspaper editorials, the rationale of which was that students would grasp discourse patterns and apply them to their own writing. I chose two groups of students randomly, one of which was an experimental group and the second of which was a control group. I conducted a detailed analysis afterwards to examine the validity of my assumption. I taught the experimental group the chosen model of analysis, and instructed the control group to read sample editorials, and write their own editorials afterwards. The results of this experiment were substantial. Based on the level of compliance with the suggested format, triads, movements, and artifacts in newspaper editorials, students in the experimental group were evaluated on a scale of 0 to 10. The performance of the experimental group was above average, 75.3%, in comparison to the control group that complied quite poorly with the chosen model, < 30 %.

Key words: newspaper editorials, discourse patterns, discourse, exchange, triads.

1. INTRODUCTION

Teaching discourse awareness in EFL classroom is an important step towards improving teaching academic writing. Maybe one of the most acute setbacks today in writing methodologies is neglecting generic aspects of texts that cannot be taught without direct consciousness of generic aspects of text. Drawing non-native students' attention to the crucial impact of generic patterns in writing has yielded fruitful results in teaching English as a foreign language. Learning different textual patterns is important for any writer to know in order to further enhance his/her writing [1]. In

fact, learning what particular academic patterns to use when writing an article, for instance, is even considered intricate for non-native speakers of English [2]. ESP, English for specific purposes, has been the main arena for experimenting with generic writing. Most writing and genre researches have focused on seminal works for John Swale's Genre analysis: English in academic and research settings and Vijay Bhatia's Analyzing genre. In fact, there is a growing need for deliberate teaching of generic patterns in ESP. To further investigate the fruitfulness of deliberately teaching generic patterns in editorials, I conducted an experiment at GUST, Gulf University for Science and

Technology, trying to check the validity of the claim that discourse awareness is contributive to improving non-native students' ability in academic and journalistic writing. I chose two groups, an experimental group and a control group, in which I instructed the former and asked the latter to write their own editorials. My aim was to investigate whether my students would write better editorials if drilled in advance on generic editorial patterns. I chose this particular genre, because language in newspapers is very widespread today, and students come across this particular type of discourse very often.

2. BACKGROUND

Teachers and educators follow different methods and strategies in teaching writings. Therefore, many researches and experiments are conducted to find the best way of teaching and developing writing skills. In February 2012, Ahn and Hyejeong conducted an experiment that was implemented on middle-school-aged students in South Australia following a light weekly schedule for 10 weeks. It is called "Teaching Writing Skills Based on a Genre Approach to L2 Primary School Students" [3]. The action research was conducted in a wide-ranging class of backgrounds and abilities in a public school in the city. The focus was on improving report and essay writing which was done using scaffolding, a teaching and learning cycle of three stages based on an idea Vygotsky created [4]. Results were calculated according to a comparison between their writing pieces before the experiment and after 10 weeks. The students benefited by being able to recognize that writing is different for each 'communicative

purpose'; therefore, they could be more confident about their abilities and were encouraged to write more as a result. The ongoing examination of pedagogies and their uses has created trends that are discussed in *Teaching Students What They Already Know: Student Writers as Genre Theorists* by Jeanne Marie Rose [5] North American interest in generic writing shows it as a social interaction between students and how they use the language and specific word choices that they use employ daily. Students' awareness and knowledge about the topic they are writing are not truly reflected in their writings. Rose and Jeanne Marie in this paper indicated that writing production does not reflect perception although teachers usually encourage students to choose wisely when it comes to their writing choices. In other words, teachers tell their students to write about what they know or about what they are familiar with. In 2004, a paper by Carter, Michael, Ferzli, Miriam, Wiebe and Eric [6] studied the laboratory report of teaching genre to English first-language University in Biology labs by using Lab Write which is an online instructional material for teaching the lab report. The authors of "Teaching Genre to English First- Language Adults: A Study of the Laboratory Report" hypothesized that the treatment group would be more effective in learning the scientific concept of the lab and learning to apply scientific reasoning. The results of the lab reports of the Lab Write students were rated as significantly higher than those of the control group. A third hypothesis that students who were using Lab Write would develop a significantly more positive attitude towards writing lab reports was also supported. The results suggested that first-language adults can learn genre through explicit

teaching in a context of authentic use of the genre. Hence, many papers and experiments show that genres matter for students; for example, essays are used in classrooms and testing situations only. However, those who are majoring in empirical fields tend to write reports. In his article, Critical Discourse Analysis: Discourse Acquisition and Discourse Practices, Steve Price, from Monash University, Australia, has stated the following:

"An important concern of critical approaches to language and language learning is to go beyond simply describing conventions of language form and use to show the ways in which such conventions are tied to social relations of power. "Critical approaches differ from noncritical approaches in not just describing discursive practices, but in showing how discourse is shaped by relations of power and ideologies, and the constructive effects discourse has upon social identities, social relations and systems of knowledge and belief" (Fairclough, 1992b, p. 12). This awareness of the ideological effects of discourse that critical analysis can bring about can then, it is argued, lead to changes in discourse practices that will result in greater social equality and justice.[7]

Furthermore, researchers have observed that students' ability to perform in composition courses is predicated by types of assessment that teachers are using; for instance, in-class tests, online tests and exit exams. Tony Silva and Colleen Brice [8] have noted in their research on teaching writing that the most interesting aspect in composition relates to the contexts in which it is done; for example, first language versus second language. Then, the writing proficiency of students is not related to the genres according to Silva and Brice,

who conducted a research on Second Language writing in 2004. They believe that the best method of testing students' writing abilities is timed, direct essay tests because they seriously predict the abilities of students especially ESL students to write under natural conditions. The situation is different when it comes to native speakers because native speakers learn their language through making generalizations and applying them. Therefore, Susan Losee Nunan in 2005 [9] has shown in her studies that explaining grammar rules provides students with tools for building complex thoughts and expressing themselves more elaborately. In other words, Nunan conducted an experiment on her high school students that has proven that grammar instructions are really significant in improving writing skills since there is a transfer from grammar exercises to writing. To sum up, researchers and language specialists have two main different opinions about teaching writing.

3. THE CONCEPT OF TRIAD

Adriana Bolivar [10] introduces for the first time the concept of triad in the discourse of editorials. This is a three-element minimal interactional unit. This is analogous to what Sinclair and Coulthard [11], call exchange, which is also a three-element unit: an initiation (I), a response (R), and a follow-up (F). The same method was also investigated in spoken discourse by Burton who thinks that not all the three previous elements are found in classroom discourse [12].

Example of Discourse Exchange:

(I) Can anyone have a guess, a shot at that one?

(R) Cleopatra

(F) Cleopatra. Good girl. She was

the most famous queen, wasn't she, Cleopatra of the Nile.

Based on this idea, Bolivar suggests a three-element unit which she calls a triad: lead (L), follow (F), and a valuate (V). A complete turn that comprises of three paragraphs in an editorial forms an LFV structure. Three consecutive turns form a move, and three moves form an artifact. This hierarchical model is created at the end of the rank scale. The triads can be classified according to position and function into Situation(S), Development (D), and Recommendation(R). S triads are presented in initial positions and have the function of referring to an event and evaluating it. The first triad in an editorial refers to the current event being evaluated, while the S triads that appear later refer back to the main event, although they may introduce other related events. D triads occur in the medial position, after S type, and their function is to develop the reference to and the evaluation of the event.

- R triads occupy final position in the sequence and the function is to close the reference and the evaluation of the event introduced by the S triad that initiates the sequence [10].

- It is clear then that editorials constitute a particular genre that has its own set of internal interactional rules to convey meaning to its readers.

- The LFV structure is not sternly fixed. Some turns can have LF only with no valuates at the end. However, this should affect the integrity of the editorial.

I introduced my students in the experimental group to this generic pattern and have asked them to write their own editorials. My aim behind this attempt was to check the validity of the claim that teaching discourse awareness can yield in substantial results in writing editorials. Results of this study showed

that my students in the experimental group surpassed by far their colleagues in the control group. They grasped the triadic three-element pattern of editorials properly and have applied that on their own editorials. The disparity between the two groups was amazing, which leaves one without any glimpse of doubt that teaching discourse awareness can save our students and us, as educators, time and effort in the classroom. Students will be more confident of what is required of them instead of leaving them without guidance as to what they should write or how to abide by the parameters of a particular genre of writing.

Based on the level of compliance to the discussed format in writing an editorial, students in the experimental group were evaluated on a scale of 0 to 10 accordingly:

1 – 2: Very poor compliance to the model and poor language skill.

2 – 4: Missing Triads, average language skill.

4 – 6: Misplaced Triads, good language skill.

6 – 8: Scrambled Triads, good language skill.

8 – 10: Good compliance to format and excellent language skill.

For the Experimental Group of 15 members, Table no.1 shows the tally for each category.

Table no.1 Tally by category

Category	No. of entries	Averages
Category 0-2	0	10
Category 2-4	0	30
Category 4-6	3	50
Category 6-8	5	70
Category 8-10	7	90
Total average performance: 75.30%		

The table shows that the average

performance of the experimental group is above average as compared to the control group which has, quite poorly, complied with the discussed model.

- 0 is the number of people (entries) this number will be multiplied by 10 - the value assigned to this category in order to evaluate the average percentage

- It is calculated by the following: $(0*10)+(0*30)+(3*50)+(5*70)+(7*90)$

- All is divided by 15 - the number of assignments

- The second category lies between 2 and 4, so the average weight assigned to this slot will be 30%, and we have none falling in this category (described above in the file)

- 30 lies half - way between 20 and 40, and 50 lies half way between 40 and 60 ... and so on as the below figure shows:

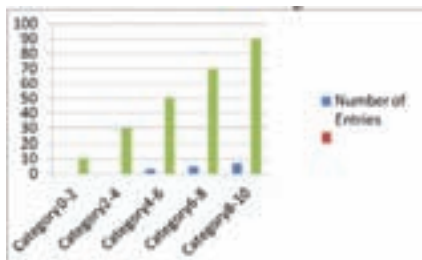


Figure 1. Performance of experimental groups

Based upon the previous figure, I have also conducted an ANOVA analysis using SPSS, a statistical software, to examine the validity of my numbers. I have come with the following results.

SPSS Analysis:

Category 0-2 = category 1

Category 2-4= category 2 ... so on.

Table no. 2 Student * cat_cat Crosstabulation

Count	cat_cat			Total
	3.00	4.00	5.00	
1	0	0	1	1
2	0	0	1	1
3	0	0	1	1
4	0	0	1	1
5	1	0	0	1
6	1	0	0	1
7	1	0	0	1
student 8	0	1	0	1
9	0	1	0	1
10	0	1	0	1
11	0	1	0	1
12	0	1	0	1
13	0	0	1	1
14	0	0	1	1
15	0	0	1	1
Total	3	5	7	15

Table no.3 ANOVA analysis

ANOVA					
student	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	34.286	2	17.143	.837	.457
Within Groups	245.714	12	20.476		
Total	280.000	14			

a. 45 cells (100.0%) have expected count less than 5. The minimum expected count is .20.

Symmetric Measures				
		Value	Asymp. Sig. Exact	Asymp. Sig.
Interval by Interval	Pearson's R	.880	.245	.344
Ordinal by Ordinal	Spearman Correlation	.880	.214	.100%
N of Valid Cases		15		

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

As one can observe, the sample selection relies on categories 3 and 5. One also observes that the sample has a positive slope starting from 3 to 5. As per ANOVA results, there is a significant correlation between number of students and categories variables. Therefore,

one concludes that compliance with the suggested frame of analysis has a strong correlation with language mastery.

3.1. Samples of written editorials

The following are two samples of a properly written editorial by a student in the experimental group and another editorial written by a student in the control group.

Sample 1 (Experimental Group)

Women's Political Rights in Kuwait

(L) Kuwait has for long been called 'The Pearl of The Arabian Gulf',. Most countries used to refer to Kuwait as The Pearl thanks to the many exceptional services and life style led by the Kuwaitis.

(F) The other pearl that I want to talk about in this editorial is the woman. Although women are supposed to be the pearls of our societies, they are dissatisfied with their political situation. One of the most dissatisfactory elements is enjoying their political rights. In The Middle East in general, and in the Gulf countries in particular, many women stand up together to call for their political rights. In Kuwait, women tried repeatedly to obtain their rights, and to enjoy them as their fellow men do. For many years, their request had been rejected by the government and by the parliament.

(V) It was not fair that women in Kuwait could not have their rights like men. Sometimes, one thinks that it is unfair. Women have the right to air their opinion and to be part of the most important democratic activity in our country, which is parliamentary election. Kuwait is a democratic country, and in Kuwait we believe that everyone should say his or her opinion loudly and proudly without any fear. Nothing was wrong with the idea that women should enjoy

their political rights as such become important members in their country.

"First Triad"

(L) Women political rights became one of the most important issues here in Kuwait, and many TV and radio programs discussed it for hours. Newspapers in started to talk about this issue in details. The whole idea became Kuwait's number one subject and everyone talked about it day and night.

(F) Although many people in Kuwait agreed that women should get their political rights, religious men and parliaments refused it and tried so hard to stop everyone from talking about it. Women in Kuwait are really clever; they carry degrees from many popular universities around the world. We have many women who carry a PHD degree, and they are qualified to represent the people in the parliament.

(V) I loved the way how women in Kuwait stand next to each other to defend their rights against everyone. In was nice seeing the women in our country really brave and powerful. Managers, professors, and business women, these are some of the most popular jobs that women in Kuwait are working in. We have to give the women a chance to decide and to be a part of the elections especially that they live in the most democratic country in the Gulf.

"Second Triad"

(L) In 2005, the women political rights in Kuwait were finally approved. It was a democratic ceremony all over the country. Newspapers headlines were "Congratulations", "All The Way to The Parliament", and "They got it". It was a huge step for the women in Kuwait, and they were really ready to show everyone that they deserve to get their rights.

(F) Sheikh Jabber Al Ahmad Al Subah, Kuwait's president was happy with the decision, and he prepared a small speech to the women in Kuwait to congratulate them and to encourage them to be always together. Every single place in Kuwait was celebrating in its own way. Although there were many unhappy people, the majority was celebrating this day in Kuwait.

(V) It was really good to know that we are living in a democratic country. Now, Kuwait is the first country in Gulf who gave the women their political rights, and that point really helped our country to be one of the most respectful countries in Gulf.

“Third Triad”. One Movement

(L) After getting their rights, women started to participate in any political activity happens in the country like seminars, attending the parliament, and doing interviews about politic. Because they worked hard to improve their image in front of everyone in Kuwait, Dr Masouma Almubarak became the first female minister in Kuwait's history in 2006. After that amazing news, women in Kuwait believed in themselves more than ever, and they were really proud of what they've done. Now, women in Kuwait are the first women in Gulf who got their political rights, and to be a part of the country's government.

(F) Women's power became stronger every day in Kuwait, and the religious men didn't like that fact. Many problems happened in the parliament caused by these men, but they solved them quickly. As a result of a woman entering the parliament, many others started to think that it is the right time to them to go through elections. In 2007, women participated in elections, not by voting only, but by asking people to vote

for them too. Unfortunately, no woman wins on that election. In 2008, they tried again, by entering the elections besides the men. Eventually, four women won the elections, and they are, Dr Masouma Al Mubarak, Dr Aseel Al Awadhi, Dr Rolla Dashti, and Dr Salwa Al Jasser.

(V) I was really happy with the results. I think that finally we can know how women can be efficient in our country. They deserved the chance to prove to everyone that they really can do something and they can represent all the people in parliament.

“First Triad”

(L) Four women entered Kuwait's parliament for the first time in Kuwait's history. Each one of these four women is qualified to represent the people. Many problems happened when they entered the parliament for the first time, specially that two of them don't wear a scarf on their head and they are not covering it with anything. The good thing is that no one gives it a big deal, and by time everyone accepted the idea.

(F) Everyone in Kuwait was really excited to meet these women. They became an idol to many girls in Kuwait. Being a part of the parliament in our country is the biggest step to women in their political rights journey. All the people in Kuwait started to look at these women as if they were heroes, and actually they are in their eyes. Who are they? Where did they study? What are their degrees? All these questions started to pop into the people's mind. Although they knew some information about them, otherwise they wouldn't vote to them, people were interested to know more about each one of them.

(V) I was honored to interview two of them. They were really nice, polite, and really well-educated. When you

sit with them u feel how interesting personality they has. Dr Aseel Al Awadhi and Dr Rolla Dashti were my guests. I interviewed one of them by phone and the other one personally, and I was really happy to her.

“Second Triad”

(L) First, let me introduce her to you. Dr Aseel Al Awadhi, she was born in Kuwait in 1969, she is 40 years old. She graduated from Kuwait University with bachelor's degree in philosophy in 1993. She studied Kuwait politics as a minor study during her summer courses. Also, she has a PHD and Masters degree in political philosophy from Texas University in USA in 2006. Moreover, she has an amazing personality and she really likes her family.

(F) When Dr Aseel participated in the elections, she was in the most popular list in Kuwait, and her name was next to the most famous parliament men who have won the election more than three times. Although the powerful names, she got the second place with more than four thousand vote. She was happy when I asked her about her feeling when she heard the results. She answered with a big smile saying that it was the best moment in her whole life. When I asked her about what does she think of women in Kuwait? She answered with self confident and said; they are the most powerful women not only in Gulf, but also in the Middle East.

(V) Dr Aseel was really nice and a polite woman and she have a lot to give to the women in Kuwait. She said that the women in our country are clever women, but they only need a chance to show everyone what they can do. Her believing in women was amazing, and I respected her more than ever after meeting her. Dr Aseel is one of the two

women who have been attacked from the religious men in the parliament because of not wearing “Hejab”, and after meeting her, I know that she knows exactly to stop this problem forever.

“Third Triad”. Second Movement

(L) Another amazing woman who really took the women rights to another level and won the election is Dr Rolla Dashti. When you listen to her name you will find out that she is the daughter of the parliament man that used to win the elections before his death, MR Abdullah Dashti. She has a PHD on Population Economics from Johns Hopkins University in USA. Also, Financial Times magazine choose her as one of the most popular 20 business women in Middle East. Moreover, she had been chosen as one of the most 50 powerful Arabian women, according to her official website. Dr Rolla is one amazing woman who has a great personality with an amazing economic mind. While I was talking to her, I felt how close she is to her family, and she always remembers her father as her role model in life. When I asked her about women political rights in Kuwait? She answered me by mentioning that it is the best thing to every single woman in Kuwait.

(F) Dr Rolla was against other women in the elections, but thus point didn't affect her. People in Kuwait think that Rolla Dashti is a name that should enter the parliament, and they were ready to help her to accomplish that mission. When I asked her about her feeling when she won? She said that it was a happy night and she remembered what an old woman told her that day, and I asked her to tell me did she told you and you couldn't forget until today? She said “I am comfortable now because you are representing us in the parliament”, and

this sentence really meant a lot to me.

(V) After talking to Dr Rolla on phone, I realized that she is an open minded woman who really cares about women rights in Kuwait. She really likes what she do, and she is ready to do whatever it takes to help men and women in Kuwait as much as she can. Dr Rolla Dashti is the other woman besides Dr Aseel Al Awadhi who are attacked in the parliament because of not wearing the Hejab, and when I asked her about that point, her answer was; let them say what they want, we are here to talk about people needs, not what to wear or not.

“First Triad”

(L) Having four women in the parliament really caused many problems in the society. The most important problem is the Hejab problem, and it is still going on in the parliament. Another problem is that the people are expecting too much from the women in the parliament and they are not giving them the right chance to prove themselves politic.

(F) When you sit in a gathering with your friends, try to ask them about their opinion of the four women who entered the parliament, and listen to the shocking answers. One of the unforgettable answers is that the women are taking the whole idea of entering the parliament only for money. Unfortunately, many people think that they can't trust the women in the parliament because they didn't achieve anything until now. The problem here is that no one can do anything with five months, so it's unfair to blame the four amazing women who worked hard to enter the parliament.

(V) Give them a chance; this is my advice to everyone. When I met two of these respectful women, I believed in their thoughts, and their intention of taking Kuwait to a new level. If we want

to judge them, then we have to give them enough time to do what is on their plan list. Let's see, then we can judge.

“Second Triad”

(L) For many years women in Kuwait tried to really hard to get their political rights. They participated in the elections first only by voting the men who are going to enter the parliament. After few years, one of Kuwait women haired as a minister in the government, and it was a big step for women in Kuwait. In 2008, four women won the elections and entered the parliament for the first time in Kuwait's history.

(F) People in Kuwait agreed to change the history by voting to women in the elections. As we all know that each citizen has four names to vote, and they chose a woman to be one of these four names. It was the new generation who helped the women to win, boys and girls aged from 21 to 30 years old who voted in a new way by supporting the women to enter the parliament.

(V) I believe in women political rights in Kuwait, and I was with it from the beginning. In Kuwait, there are many brilliant women who can take our country to a new level, and to achieve things that no one could achieve before them. As I mentioned before that all what women need in our country is a chance to see what they have. We gave them their political rights, and now we have to give them the chance to see what they can do with it.

“Third Triad”. Third Movement. One Artifact Sample 2 (Control Group) The Political Rights of Women in Kuwait

Kuwaiti women struggle to get their political rights that have been proven

“theoretically”, when the council of the nation decided it on May, 16, 2005. Also, it has been proofed “practically” because of the election results on May, 16, 2009, when four women’s reached the council of the nation. The entire observer in Kuwait relates this step, to the open mind of the Kuwaiti society. That they break all the links between the men’s and women’s, and there is no different between them. Although, there are a lot of people confused with these political rights. But, the Kuwaiti families do not pay attention to these confusions, because the women proofed her ability to guide a variety of hard positions. So, we can say that this article is a challenge to break all the rules that against the women political rights.

Although there are a lot of people confused with these political rights. But, the Kuwaiti families do not pay attention to these confusions, because the women proofed her ability to guide a variety of hard positions. So, we can say that this article is a challenge to break all the rules that against the women political rights.

Although women work hard to get all their rights, men also have to help women achieve them. Because, if the woman cares about her rights and the men do not, there will be a fake cultural awareness in our society. Also, we should not stick on our opinion and do not accept any new idea that may change our life. As a result, any effort will not be in our consideration.

Men and women have equal rights, they should be given the chance to prove themselves. In addition, in lots of countries, some people have a wrong explanation of women’s role in society. They think that she should not dream beyond her cleaning tools and kitchen.

And they relate all the political rights to the men’s only. Also, they listed all their

reasons of this prohibition under some religious thoughts. But, sure, we have to respect our religion but by a reasonable way. In order, to give the women her full rights, and sure she is aware of her red lines that she should not cross. And as we know that the woman is the sister, mother, daughter, and grandmother. So, she really plays an important role in the society, and we cannot close our eyes from this fact.

3.2. Analysis

In the experimental sample, one observes that the first paragraph is used to initiate the stage for the student’s argument in the essay. This leading paragraph is followed by the second paragraph which appraises the first one by showing the reasoning behind the first paragraph’s standpoint. Showing connection between the two paragraphs is maintained by the word “pearl” characterizing both Kuwait and Kuwaiti women. This comparison is further supported by the valuate paragraph which closes the first unit of this editorial and generally assesses the student’s standpoint. This generic technique is successfully applied by the student to lay the cornerstone for his editorial to develop logically and around the main lines designated by the first triad. According to Bolivar, “the valuate ends the smallest communicative cycle with an evaluation” [10]. The first triad is called the content triad because it talks about the main argument that the editor wants to develop further. The student is aware of the importance of creating the content triad in this systematic way, which helped him create this effective triad.

Tracing the second triad, one will start observing that the student is shifting into the second level of the generic hierarchy. He has started in

generically connecting the second triad by developing the initial idea put forth in the first triad. This developmental style gives the way for readers to interact with the editor by following the steps that lead to combine discourse elements logically. Thus, the second paragraph is called a development triad. This ideational development of the argument creates not only a logical chain of connections, but also a discourse chain of expatiation that leads to a better negotiation with the readers. The third triad used by the student is meant to further recommend the ideas presented and supported in the development triad. To put it in a nutshell, the student is totally aware of the fact that in order to negotiate meaning with his readers effectively, he should create discourse triads that strongly support his arguments in this editorial. Kuwait is the pearl of the Gulf and Kuwaiti women are pearls too. This analogy is further developed in the second triad. Then the very idea is further recommended and backed in the third triad. This structural trio has created the first movement, according to Bolivar, in this editorial. This structural buildup of editorials satisfies readers' expectations that are for the most part prospective. Readers are always anticipating what the editor is going to mention in following sentences. In the same manner of writing, the student goes on to create two more movements to connect them strongly with the first movement. In this way, a strong trio of discourse movements is connected to create an artifact. Students in the experimental group succeeded in deliberately applying generic rules that helped them anchor their readers' attention. This awareness is a strong guarantor of a strong message that could strongly persuade the intended audience.

If I analyze the control group

sample, it is evident that the student's comprehension of the assigned editorials that she read was not enough to help her grasp the generic aspects of written editorials. She has simply thought that an editorial is an essay written by a senior person in a newspaper, which is clear in her sample editorial. The essay format of her editorial does not reflect a convincing message to the reader. One finds that the introductory paragraph is too loose, in the sense that it does not initiate the main idea of the editorial properly, and its main argument is not clear. The second paragraph directly argues what was stated in the first paragraph without assigning it any logical role. The third paragraph is another extension of the second paragraph and fails to develop the student's idea correctly.

4. CONCLUSION

I have shown in this paper the importance of teaching generic and discourse awareness to university students. Relying solely on intuition and comprehension is not enough, especially for non-native students of English, to understand the mechanism of writing editorials in English. This behavioral aspect of English writing should be deliberately taught to university students. The results of my study show that students in the experimental group whom I drilled on using generic patterning in writing editorials had a better grip on creating more effective editorials. They have even become better negotiators of textual meaning thanks to consciously and effectively using generic patterns. On the one hand, I strongly recommend using generic awareness in teaching writing for specific purposes. Every single field of study or pattern of writing epitomizes a particular pattern

of human behavior which should be deliberately studied and analyzed. On the other hand, I strongly disagree with those intuitive writing methods that rely primarily on random repetition and trial and error. As long as writing is a form of communicative behavior, one must develop frameworks and techniques that reflect this important feature of human communicative interaction.

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