Taylor Hunter

English 327 Genre Paper

Due: October 12, 2018

Genre Analysis on Reading for ESL Learners

Genre is a way to organize and deliver information in a way that will inform and or benefit

the audience in some way. When reading any article, it is important to establish what the focus of

the author is and what information they are trying to distribute. Two articles that both discuss

how to teach reading to ESL learners through research and studies are "Using choral reading to

promote language learning for ESL students" written by Joyce and Danial McCauly and "The

improvement of reading skills of L1 and ESL children using a Response to Intervention (rtI)

Model" written by Orly Lipka and Linda S. Siegel. Both these articles discuss in detail through

research and previous expert knowledge on the best way to improve reading for ESL learners in

the classroom. Although, both articles address ESL learners in the classroom the authors

approach on how they present the information varies greatly. In the co-authored article by

McCauly and McCauly they address how choral reading helps improve reading skills of those

who are ESL learners through previous knowledge and their own experience. Lipka and Siegel

article show how intervention is crucial to ESL learners through their own research of children

starting at kindergarten through the seventh grade.

A thesis statement is one of the most important aspect of a paper it lets the reader know

what the rest of the paper will be about. In the first article "Using choral reading to promote

language learning for ESL students" the thesis statement can be found on page three of the

writing and it is as follows "We will then focus on second language learners as we explore factors that promote second language acquisition and the role that choral reading plays in enhancing children's progress" (McCauly, 1991). When reading though this article one can determine this is the thesis of the article because before this statement it begins to ask questions, why is choral reading an activity that helps children be successful in their new language? Then it goes to state how to answer this question through the thesis. After, the thesis statement it begins to use sub-headings and how choral reading is effective to ESL learners and they begin to display the information to the readers through previous research of others, as well as, their own experience as educators. In the second article "The improvement of reading skills of L1 and ESL children using a Response to Intervention (rtI) Model" the thesis statement has a more direct approach and it is as follows "the purpose of this present study was to examine factors influencing the development of reading and related skills in children, both children learning English as a second language (ESL) and children whose first language was English (L1)" (Lipka, 2010). One can conclude this is the thesis because it is very straight forward on what will be presented in the upcoming pages. When looking at both thesis's they are very different in the way they are presented in McCauly and McCauly the thesis is found further into the reading while Lipka and Siegel's thesis is in the beginning. Although, different in some respects both theses are very direct and to the point, so the reader knows exactly what to expect in the further reading to come.

Methodology is a system of methods used in a particular area of study, and for both articles being discussed it is pertaining to establishing ESL learners as better readers, even if it is through choral reading or early intervention methods. Both articles express methodology in very different ways. Throughout the co-authored article McCauly and McCauly's use of methodology is not

very direct in the means of their findings. Throughout their article they often use other experts research for example Lev Vygotsky who is a well-known psychologist or Stephen Krashen who is an expert linguist. This article has very little of McCauly and McCauly's own research in it, but they do express what poems are best for choral reading to ESL learners in their experience and how to change and adapt certain poems to benefit all children in the classroom including ESL learners. When approaching the second article written by Lipka and Siegel you can see the major change of direction in the way they addressed their methodology. First, they label this section with a sub-heading titled "method", so one cannot miss how they approached their study and how they obtained their information. Second, they break down their methodology into even smaller sub-categories for example how they obtained participants and then they broke it down even smaller on how they tested the participants which you can see throughout three pages of the article. Lipka and Siegel dedicate more time in their article than the co-authored article by McCauly and McCauly because Lipka and Siegel did their own research through a study that took eight years to complete. They devoted most their paper to this so the reader when addressing their research and if they would use it shows how reliable and factual their study actually was in means of how they conducted their study.

The articles both address how to approach reading to make it easier and better for ESL learners' their approach on how to do so vary greatly ,as well as, how they present the information and data that proves their method is better than another one. In the first article titled are "Using choral reading to promote language learning for ESL students" there is little to no data presented in their article when they do state any data they quote it from another finder for example "the benefits of utilizing choral reading reach well beyond the positive experience of performing or the delight that comes from having fun with language. It is also more than a

"frivolous experience"" (Weiss, 1983). When McCauly and McCauly do this it does support their argument that choral reading helps ESL learners because pervious research has been conducted and other experts data is presented, this shows how data can be presented in various ways. In McCauly and McCauly article their presentation of data supports the article it shows little impact on their argument because they did not conduct their own data on how choral reading is effective in a newer time frame, for example Weiss in 1983 versus when they wrote this article in 1992. In the article "The improvement of reading skills of L1 and ESL children using a Response to Intervention (rtI) Model" the data that is presented is in a very different way and is a bit more effective. In this article written by Lipka and Siegel, the data is represented in a more formal way in the means of tables and they use several throughout their work to display what data they collected and the results. When displaying your data in a chart it becomes more prevalent on what the results they gathered were, and it becomes an easy referral if needing to look back at the information given. Lipka and Siegel use of tables to display their data brought clarity and impacted their argument immensely. When data is clearly displayed on their findings one cannot argue that their study was ineffective or irrelevant when there is solid evidence that their method of early intervention for ESL learners works.

Jargon is often used in scholarly papers, articles, and conferences it is often used in a certain discourse community for example a linguistic community and many more. When reading different articles depending on the intended audience the jargon can be understandable if it is to a very broad audience or it can be very difficult to read if it is to a specific and very select community like scholars or professors. In the first co-authored article by McCauly and McCauly the audience for this article can be for a broad audience so there is not any jargon that appears that a reader may not understand. This could be very intentional on McCauly and McCauly's part

because now more people will be able to understand and adapt choral reading to students who are ESL learners in the classroom or at home. When looking at Lipka and Siegel article the discourse community shifts and the jargon becomes a bit more specialized with words many readers may not understand without looking it up. One of these specific words is pseudowords or "a non-word is a unit of speech or text that appears to be an actual word in certain language, while it in fact it has no meaning in the lexicon for example bafmotbem." It is essential when reading an article if you do not know what a word is to look up the unfamiliar word and become familiar with it especially if it appears several times because you may not be in that specific discourse community.

In the co-authored article written by McCauly and McCauly the conclusion is introduced at the end of their writing and has a sub-heading titles conclusion so one cannot miss it. The conclusion for this article varies from others because it ends in two questions the first being "What better way to teach? And What better way to learn" (McCauly, 1991). The authors decided to end their argument about why choral reading to ESL learners is effective with questions because when you are done how can one answer these questions in a demeaner that disagrees with the writers? Concluding in this way leaves the readers wanting to introduce choral reading to their ESL learners. When approaching the end of the article written by Lipka and Siegel their conclusion is not as prominent as McCauly and McCauly's with a sub-title that states conclusion, but it is under the sub-heading titled discussion. Their conclusion is titled discussion, because they are ending with a forum that will answer and lingering questions, as well as, summarizing their important findings and discussing an inexpensive way to approach early ESL intervention with their research and data. Both articles end in a different way because they are expecting a different end result.

When reading scholarly articles and peer reviewed writing every writer must choose a format that best suits how they will display their information and previous information they are barrowing. In both articles "Using choral reading to promote language learning for ESL students" written by McCauly and McCauly and "The improvement of reading skills of L1 and ESL children using a Response to Intervention (rtI) Model" written by Lipka and Siegel the writers of both articles wrote in APA (American Psychological Association) format. The reader can determine this by the formatting of the intext citation and the references page. APA the authors chose to write in this format because it details essential information the author wants you to know while leaving out small distractions. When looking at formatting it is also crucial to determine how formal or informal each article is in terms of tense. In the first article that discussed choral reading co-authored by McCauly and McCauly they use a bit more of a relaxed tone when they use the terms I often referring to themselves. Although, many may see this as an informal way of writing in a scholarly article it was a bit unavoidable when the authors are discussing their own experiences and work. In the second article written by Lipka and Siegel they do not use the term I throughout their article, but instead they refer to themselves as we. Again, this tense was unavoidable because their whole article was based on their research and data. Using first person or second person tense does not always mean the article is more informal or formal than other scholarly articles.

Genre analysis of scholarly articles can be very helpful when determining the intent of the author and how they want their information to be portrayed and received. It is also essential to understand where the authors are getting the information from so you know if it is reliable or not. Breaking down an article by genre can also make it easy to understand and use the information yourself when sourcing the article or discussing it with others. Genre analysis is a

great way to gain more information and have a better understanding of the information in

articles, as well as, compare scholarly articles like above.

References

Lipka, O., & Siegel, L. S. (2010). The improvement of reading skills of LI and ESL children
     using I a Response to Intervention (Rtl) Model. *The Improvement of Reading Skills of LI
     and ESL Children Using I a Response to Intervention (Rtl) Model,22*, 963-969. Retrieved
     October 11, 2018, from
      http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/detail/detail?

McCauley, J., & McCauley, D. (1992). Using Choral Reading to Promote Language Learning for
     ESL Students. *The Reading Teacher, 45*(7), 526-533. Retrieved from
     http://www.jstor.org.proxy.lib.odu.edu/stable/20200914