



University of Zabol
Faculty of Humanities and Literature
Department of English

Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)

Subject:
**Teaching Academic Writing Through Genre Analysis: A Case Study
in Graduate Education**

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Abstract

Academic writing refers to writings we use in high school, college classes, projects, reports, abstracts, essays, etc. knowledge of academic writing contributes to the language users' success in better communication and writing professional texts, as it is like a tool of communication, which one is using it to convey their knowledge within their discipline. Also, genre-based teaching is a creative and new way of teaching language to the students, enabling students to gain mastery of disciplinary discourse and language use. There are some studies on the effects of using genre-based teaching to develop language learners' speaking, reading comprehension, and writing. However, little attention has been paid to the issue of using genre-based learning to develop graduate students' academic writing in the field of applied linguistics. To fill this gap, employing a case study design, the current study employs a qualitative case study design to provide an in-depth description of what happens when academic writing is taught through genre analysis. For collecting qualitative data, semi-structured interviews and focus group interviews will be conducted with 12 EFL students. The constant comparative method is used for qualitative data analysis. The results of this research have shown that genre-based teaching has a great impact on students' academic writing skills, reading compression, etc., also students have used these skills to write the academic papers they need. The findings of the study may be useful to novice writers who want to become professional members of their discourse community. It may have educational implications for policymakers and developers of academic writing. Also, the current study's findings could be beneficial for teachers and students in EAP/ESP courses or academic writing courses.

Keywords:

Academic writing, Case Study, Genre analysis, Graduate Education