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The Genre-Based Approach in L2 Writing Instruction in Japan Under the Scope of Lifelong Learning

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TITLE

The Genre-Based Approach in L2 Writing Instruction in Japan

RELEVANT SIG

Lifelong Language Learning

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

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ABSTRACT

This article discusses the genre-based approach in L2 writing instruction in Japan under the scope of lifelong learning. Traditionally, English education in Japan has been dominated by the yakudoku method and teacher-centered instruction. The range of genres addressed in instruction is narrow, primarily limited to expository texts and personal reflections. However, recent initiatives have been made to improve and renovate writing instruction, and the genre approach is increasingly recognized and practiced in schools. Despite these advancements, several issues persist in the genre approach in Japan. These include the lack of regulated standards for university instruction, diverse educational philosophies, a teacher-centered learning style that contrasts with the self-directed nature of genre-based learning, and textbooks that offer a limited variety of genres. Additionally, the focus on form-based approaches often neglects to adapt to students' voices, while outdated entrance exams assess only a narrow range of genres. However, the genre approach can offer many benefits for Japan, particularly for low-level proficiency students. It can lead to significant progress in writing proficiency quickly, enhance genre awareness, improve lexicogrammatical features, and increase students'

confidence. Finally, this article provides recommendations on how to improve L2 writing instruction in Japan with an emphasis on lifelong learning.

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