



## METADATA

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### Abstract

This book focuses on genre based language teaching combined with elements of critical literacy. In the first part of the book, various previous teaching methods (traditional, structural and communicative) are briefly presented. The four language skills are also presented together with a short reference to the convergence and divergence of spoken and written discourse and how they should influence the correction of pupils' discourse errors. Then the notion of genre is discussed and the basic principles of genre based teaching are given along with an emphasis to the importance of register and register levels. Moreover critical literacy in the school is presented with its goals concerning linguistic as well as visual awareness. In the second part, in separate chapters, the main pre-genres (narration, description, and

argumentation) are presented focusing on their linguistic characteristics. In these chapters pupils' written texts on de-contextualized subjects are presented and their problems that derive from the absence of necessary details of the communicative situation are discussed. In the third part, in different chapters again, the main school genres (fairy tale, advertisement, news article, opinion article, and letter) are presented by giving their principal, more or less conventional, characteristics. For each genre teaching proposals are made, usually taken from teaching scenarios already applied in schools. Finally, real pupils' texts are discussed and ways for their amelioration are proposed, while even considering possibilities of transforming the texts, a procedure that can reach the point of creating new hybrid genres.

