The Effects of Genre-based Instruction on EFL Readers

Li Qi & Yang Rui-ying
Xi’an Jiaotong University, China

Abstract

This paper reports on an experimental study to evaluate the effects of genre-based reading instruction on Chinese learners in an EFL context. An experimental group consisting of 40 students took the genre-based reading course, which lasted for two months, 3 hours a week. Another group of 40 students attended the traditional reading course in which no explicit genre-based instruction was given, but students were assigned the same materials to read in class. Both classes were taught by the same teacher for the same amount of time. A comparison of the results of both student groups in the pretest and posttest of the reading course reveals that the students in the experimental group improved noticeably in terms of reading speed and their understanding of genre features (the structure, style and communicative purpose of the genres); however, their comprehension of the content was similar to the controlled group. The article concludes by indicating that genre-based instruction was an effective approach to improve students’ reading speed and overall understanding of the discourse.