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Technology-Based Student-Centred ESP Writing With Genre-Based Teaching Approach

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ABSTRACT

Capitalising on current students' preference for learning via technology, this article proposes a genre-based teaching approach for ESP writing employing the technology afforded for language learning. A module was designed to teach ESP writing to accounting students using sustainability reports as the basis. The module includes details of how to guide students to carry out genre analysis and corpus analysis in order to discover the language use in the reports. ESP students are reported to enjoy writing genres related to their disciplines where they are more prepared to participate. This is expected to be achieved with this module.

Keywords: Technology-based, Student-centred learning, Genre analysis, Corpus analysis, ESP writing

1.0   INTRODUCTION

Due to the Coronavirus which struck the world in late 2019 and forced total lockdowns in most countries, higher education has taken a new turn where learning has been conducted online at all levels. Although online leaning is not a new phenomenon having been implemented at higher education since the 1990s (Martin *et al.*, 2020), this type of learning has now been applied on a whole new dimension with the latest applications available. Recent reports have shown that a majority of students are ready with this type of learning mode (Martin *et al.,* 2020) even with limited internet access (Laksana, 2020; Nandal *et al.,* 2021) which prove that the millennials are totally tech-savvy. In fact, they enjoy and prefer learning with technology (Laksana, 2020). Although there have been reports of unsuccessful learning taking place despite accessibility to technology (e.g. Miles, 2021), technology is here to stay.

   With the pandemic slowly contained and standard operating procedures generally in place, some institutions have started physical classes. Most institutions have invested so much in infrastructure to cater for the new mode of learning in the last two years as well as transforming the human resources including teachers and lecturers into 'technologists'. The institutions need to capitalise on the students' interest in applying technology in their learning process. These students, known as Generation Z were born into the

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world of the internet and gadgets and the technologies that support their use which have shaped their literacy, their ways of being in and with the world, and their cognitive and learning processes (Gonzalez-Lloret, 2017). To be effective, teachers need to embrace technology and be alert that "today's students are no longer the people our educational system was designed to teach" (Prensky, 2001, p. 1).

For language teaching and learning, technology in its simplest form has been applied in classrooms since the nineties with televised college level courses (Martin *et al.,* 2020) evolving to the various modes of internet-based teaching and learning such as computer assisted language learning (CALL) and computer mediated communication (CMC) which have stood the test of time. Recent approaches based on improved technology including gamification or game-based learning (Parez & Masegosa, 2020) have been well received and being interactive and dynamic in nature, they appeal to students' needs allowing students not only to harvest information but to transform it, becoming part of a collective intelligence (Gonzalez-Lloret, 2017). As for teaching specific language items, Gay (2022) shared the effectiveness of technology-enhanced vocabulary learning strategy instruction to mixed-ability English-Medium Instruction students on their vocabulary proficiency development and content learning outcomes.

Undoubtedly technology-based language teaching and learning approaches cited above have been successful in ESL and EFL classrooms but may not be applicable in ESP classrooms per se. Capitalising on students' motivation with the use of technology, this article proposes using genre-based teaching and learning approach specifically for ESP writing.

2.0   LITERATURE REVIEW

The genre-based teaching and learning approach, genre approach for short, has been used in classrooms since the eighties but started gaining popularity in the nineties with the work of Swales (1990) on research articles and Bhatia's (1993) analysis of law cases. However, the approach has not been maximised to achieve its potential as only teachers with background in genre studies will explore it.

Interestingly the genre approach has been combined with other approaches such as context-based, content-based, product-based, process-based and corpus-based approaches. This is possible because according to Bhatia (1993) there are seven crucial steps that need to be considered by ESP teachers before analysing genres particularly those unfamiliar ones (pp. 22-36). They include placing the target genre in a situational context (context-based) which needs to be refined further (content-based), defining the genre and studying the institutional context in which the genre is used (product-based) before selecting for analysis, analysing the various levels of linguistic features in the genre (corpus-based) and involving specialist informants in the analysis. The teachers are then ready to analyse the genres, the process generally consisting of three stages: identifying the communicative purpose(s) of the genre, examining the rhetorical/generic structure and examining the linguistic features at all possible levels and types.

It has long been noted that students are more interested in the writing class if they are taught 'real world' writing (Mansfield, 1993). Thus ESP teachers need to know the genres required by the professions their students are targetting and to have a clear understanding of the discursive practices in these genres (Mavor & Trayner, 2001). Exposing students to these genres is not only useful but practical as they will relate to their future workplace. The genre approach has been noted as appealing to writing instructors and ESP practitioners (Cheng, 2021) as it has proven to substantially improve students' writing ability because

it does not only include the teaching of the content, language, and organisation but also the social conventions laid for particular genres and the use of language for specific contexts (Nueva, 2016).

There have been commendable studies analysing various genres conducted mainly to understand the construct of these genres from all aspects but without specifically stating the teaching aspects. In an attempt to prove that email responses to customer complaints are crucial to businesses, Van Herck *et al.* (2022) analysed this genre showing the process step by step including the process of coding the contents. Meanwhile Mijomanovic *et al.* (2021) analysed Case Reports in Dental Medicine using a combination of context, structural and corpus analyses, the results of which were later compared with Medical Case Reports, one of the oldest forms of medical writing. Both studies provide detailed findings on the structural construct, the communicative purposes and the linguistic features of the genres which can benefit ESP teachers to understand genres and genre analysis.

Research has also been conducted using different genres as data, applying and experimenting the genre approach for teaching ESP writing either on its own or compared with or combined with other approaches. Working with students doing Bachelor of Education majoring in English, Nueva (2016) taught writing news articles to one experimental group using the genre approach and a control group using the process approach. Both groups were given similar activities, but the experimental group was provided with 'consciousness-raising' exercises to familiarise them with the genre of news articles. The group was also provided with a teacher-made checklist for guidance. Both groups improved in the different aspects of writing skills, but results of the post-test show more improvement in the experimental group. Similarly, Khan and Zaki (2018) compared the genre approach with the conventional business communication-based instruction to teach job application letters to engineering students. The experiment was conducted in the last four weeks of a semester after the syllabus was completed. The results of a pre-posttest show a considerable impact of the genre approach which provided explicit instructions of the target genre particularly in terms of the generic structure.

Qin (2021) attempted using spoken genre in relation to task-based learning. The participants were 56 sophomores majoring in economy and finance, assigned randomly to two groups of no planning (NP, n = 29) and strategic planning (SP, n = 27). After watching an edited ten-minute movie, the NP group was told to begin narrating immediately while the SP group had 10min strategic planning time, which they could use on their own to plan for the content, language, structure, and cohesion of the story. The retelling sessions were recorded and transcribed verbatim and then analysed to examine the unit of analysis, the communicative purpose and schematic structure and the themes in the movie. A comparison of theme choices and thematic progression patterns with regard to communicative demands and schematic structure of the narrative genre was made between the NP and SP groups. Based on quantitative and qualitative analyses, undoubtedly the SP group performed better.

Although statistical results of students' performance are proof of the effectiveness of the genre approach, teachers may be interested in how to actually apply the genre approach in class. This has been provided by Kuzmenkova and Erykina (2022) in their study to teach writing research proposals to Economics undergraduates. One group was taught using the genre approach complemented by the product and process approach while a control was taught using the 'usual EAP method'. The teaching context for the genre approach was provided, the instructional materials were described in detail and the procedures were well documented. The findings are based on the results of criteria-referenced tests. However, the approach is labelled as 'Complex Genre-based Methodology' and it lives up to its name.

Hussein *et al.* (2021) designed a course based on the approach to teach thesis writing to post-graduate students from different disciplines incorporating modelling and noticing activities. Although the teaching

was part of a research, it was stressed that the teaching situation was a real educational context as there was collaboration between the researchers and the practitioners. The findings presented are students' 'before and after' writing pieces to illustrate the positive impact of the course on paragraph development and organisation as well as use of transition words and connectors.

A sound language teaching technique is one that incorporates the cognitive aspects and the physical aspects of learning. Based on that, Dundar (2018) suggested an ESP writing course for accounting students based on the genre approach and spanning over 10 weeks. The genre selected is invoice as one of the genres the students may have to encounter in future. The complete course is presented, complemented with steps that teachers need to take with further explanation provided. Although it was stressed that teachers need to analyse the genre before applying the approach and the results of the analysis on invoices were presented, the process of analysing the genre was not adequately provided. The course can be concluded as teacher-centred.

Departing from the notion that the teachers may or may not have the knowledge in genre analysis, the present article takes genre approach a step further by detailing the analysis of the genre and the application of the results in an ESP classroom. The genre selected is sustainability reports from the plantation industry in Malaysia and the target students are from the discipline of accounting. Sustainability reports have been investigated from the genre perspective (e.g., Lin, 2020) but without the application for ESP writing. Thus, the main aim of this article is to guide teachers to apply genre-based approach for teaching ESP writing and the specific objectives are: to examine the communicative purpose(s) and the generic structure of sustainability reports as well as the discourse features, and to apply the findings of the above in teaching ESP writing in a student-centred learning context.

3.0   METHOD

To design a genre-based writing module, teachers need to select a genre appropriate for the students. The module in this article is for accounting students and the genre selected is sustainability reports (SRs) from a plantation company in Malaysia, *Kulim Malaysia Berhad* (KMB) which won the Excellence Category for Sustainable Palm Oil Plantation Management at the Global Responsible Business Leadership Award in 2018, among others. The plantation industry was selected as it is considered to be environmentally sensitive (Darus *et al*., 2013) and has direct impact on the environment. Reporting sustainable initiatives can be considered crucial for the survival of the companies. Eight reports published between 2013 and 2020 were selected. The decision to use reports from one company over eight years is to examine how similar contents are presented in the different reports. Further, SRs were selected for this module bacause they provide students with more writing practice as these reports contain more texts.

Teachers conduct the genre analysis on the corpus which includes identifying the communicative purpose(s), examining the generic structure, and examining the discourse features peculiar to sustainability reports in the plantation industry. The process is not elaborated here as it is described in detail in the proposed teaching module below. Teachers then apply the results of the analysis for teaching ESP writing. It is important to note that the students will carry out the tasks.

4.0   RESULTS AND DISCUSSION

The findings are presented in the form of a module for teaching ESP writing. There are five stages involved but the duration is not defined as teachers can use the module how they deem appropriate - as a full one-semester course or as an enhancement activity for the students. Although all tasks are conducted online, it is not necessary to conduct teaching in a computer lab as most if not all students carry laptops to class now and classrooms are internet ready. The discussion follows the findings of each stage.

Module for Genre-Based ESP Writing

Note to Teachers:

The module is designed to be used in a semester of ESP writing course with various genres from the students' discipline or as an enhancement practice. The module aims to enrich technology skills for language teaching and learning and requires teachers to be familiar with genre-analysis and corpus analysis, and the software required. As it is student-centred, it is important that the students be allowed the opportunity to explore the genre and the language.

The task: Prepare the sustainability report for Company X to be included in the next annual report.

The Objectives: At the end of the module, students should be able to:
1. Understand the generic structure of SRs
2. Use the genre knowledge to write the SRs
3. Use appropriate writing strategies for SRs
4. Use the appropriate discourse features for SRs

Stage 1 - Introducing the genre of sustainability reports (SRs)
    i.   Teacher initiates discussion on students' prior knowledge
    ii.   Students conduct online search for samples of SRs from any company and present their findings
    iii.   Students search for literature and compile relevant background information about SRs

Following is an example of a compilation that the teacher and students can share. Companies publish annual reports to disclose relevant corporate information which then act as an essential communication tool to investors and other stakeholders (Hynes, 2009) informing and convincing them of the well-being of the companies as well as promoting their image and reputation (Karreman *et al*., 2014). Publishing annual reports is particularly mandatory for companies applying to be listed on the main boards of the stock exchange and to remain listed. Annual reports contain both financial and non-financial disclosure and SRs represent the non-financial disclosure. Other terms used to refer to similar types of reports are Corporate Social Responsibility, Corporate Environment, Corporate Sustainability and Triple Bottom Line Reports. In developed countries, stakeholders have been demanding for information on how the businesses are affecting the environment (de Villiers & Van Staden, 2010), thus the publication of

sustainability reports has been made mandatory either as part of the annual reports or as standalone publication.

At some point in the accounting course, students are introduced to annual reports to refer to the financial disclosure and other sections. With the background information presented above, students can understand why it is necessary for companies to publish SRs and can proceed to identify the specific purposes of these reports.

Stage 2 - Identifying the communicative purpose(s) of SRs
    i.   Students search for literature on purposes of publishing SRs
    ii.   Students compile the communicative purposes of SRs

Among the literature that students need to access include for example the Listing Requirements for applying to be listed on the stock exchange, the Malaysian Bourse and Global Reporting Initiatives (GRI). Governments are regulating sustainability reports published by companies particularly those listed on the stock exchange and those applying to be listed. There are many benefits of mandatory sustainability reporting: the social responsibility of business leaders increases resulting in improved sustainable development, employee engagement, corporate governance, and work ethics (Ioannou & Serafeim, 2011). In Malaysia, the Ministry of Finance introduced the Listing Requirements in 2006 where it is stipulated in Appendix 9c, Item 29 that all public listed companies disclose their sustainability engagements in their annual reports starting from 2007 using a standard reporting framework. Companies are required to provide information on open and transparent business practices that are based on ethical values and respect for the community, employees, shareholders and other stakeholders and to include the four focal areas of Environment, Workplace, Community, and Marketplace (Bursa Malaysia, 2007).

The SR is the key platform for communicating sustainability performance and impacts –whether positive or negative and the specific communicative purposes are:
- to disclose the economic, environmental and social impacts caused by a company's everyday activities
- to present its values and governance model
- to demonstrate the link between its strategy and its commitment to a sustainable global economy (GRI, Retrieved 23 February 2018)

With the communicative purposes presented above, students can proceed to draft and later write the report. For the first few writing tasks, the students can discuss and draft the report in groups of three or four but later they can be assigned the tasks individually. The discussion starts with examining the generic structure of SRs.

Stage 3 - Examining the generic structure of SRs
    i.   Teacher introduces genre analysis and coding procedures
    ii.   Teacher introduces a software NVivo to manage the corpus
    iii.   Students download the eight SRs from Kulim Malaysia Berhad
    iv.   Students search for information on the contents and structure

Students download SRs published between 2013 and 2020 from http://www.kulim.com.my and the texts (excluding captions and texts on the images) are extracted to form a corpus (58,587 words recorded by the teacher earlier). For research purposes, students are advised to obtain written permission from the company. The corpus is scrutinised to identify the moves (move analysis) (Swales, 1990) where a move is the part of the text that is formed by a particular communicative function and the communicative functions of SRs identified in Stage 2 are referred. Coding can start with one report known as pilot coding (Biber *et al*., 2007). The corpus in SR 2013 for example is uploaded onto NVivo to identify themes and this procedure is expedited with the help of the Listing Requirements with the mandatory four focal areas of Environment, Workplace, Community, and Marketplace.

The communicative purposes identified earlier and the discourse organisation of the SRs become the basis of move identification i.e. to find the textual boundaries (Bhatia, 1993) in the corpus. This can be determined based on the following criteria: (a) interpretation of the communicative function, (b) introduction of a new topic, and (c) identification of visual clues, such as indenting, spacing, and paragraphs (Biber *et al*., 2007) where (b) plays a major role. Besides the introduction, the main topics are clearly demarcated by subheadings of the four focal areas which are then noted as moves. This is followed by coding the moves in the eight reports.

The disclosure in all the eight reports displays a six-move generic structure with 100% occurrence. Further scrutiny of each move shows that they are realised by a number of strategies (S) which reveal the details of how KMB accomplishes what it preaches. The moves and strategies of the generic structure in KMB's SRs are presented below.

Move 1: Introducing sustainability in KMB
      S1   Emphasising the importance of sustainability in KMB's business operation
      S2   Illustrating how sustainability has been adapted into KMB's business practices

Move 2: Indicating compliance with Sustainability/CSR policy
      S1   Showing that KMB has established a policy on sustainability
      S2   Stressing that KMB complies with the relevant Acts and Regulations pertaining to sustainable business
      S3   Revealing how KMB takes the necessary actions to comply while assuring its customers that their products are sustainably produced

Move 3: Providing information on commitment to workplace reports
      S1   Stating how KMB values its employees
      S2   Emphasising the importance of conducive work environment
      S3   Acknowledging the importance of a skilled workforce

Move 4: Providing information on commitment to community
      S1   Acknowledging that the surrounding community plays an important role in KMB's business performance
      S2   Integrating corporate responsibility and sustainability in all KMB's business processes and contributing to the well-being of the communities in which KMB operates.
      S3   Giving to the community with KMB's community development programmes and activities

Move 5: Providing information on commitment to environment
    S1   Ensuring preservation of the environment by conserving biodiversity
    S2   Practising effective water management, waste management and chemical usage
    S3   Addressing climate change as an important agenda

Move 6: Providing information on commitment to marketplace
    S1   Ensuring that KMB complies with good governance and is ethical in its dealing when buying fresh products and selling processed products
    S2   Engaging all stakeholders by building good relationship and productive rapport in order to earn the goodwill of consumers and other communities in the marketplace

When introducing genre analysis, the teacher can compare it with content analysis which most students are familiar with in their discipline. It is not necessary to burden them with the details, but they need to understand the process of move identification as this can be applied to any genre they need to write. Coding of moves need to be verified by inter-raters (Biber *et al*., 2007) but for ESP class, this can be done with agreement among the students and the teacher. Students may need guidance to use NVivo software which can help them organise, analyse and find information such as themes in the corpus. The software is usually available in most institutions as a research tool.

The moves and strategies are presented and phrased in such a way to introduce the language aspects. For example, in Move 2, when students write/read 'Indicating compliance with Sustainability/CSR policy', the question raised is 'how is this indicated' in the text. By using a verb, the word 'indicating' acts as a prompter to 'what to write' and 'how to write'; so do 'showing, stressing and revealing' in the strategies.

The language aspects can be further enhanced by examining certain discourse features. To undertake this, teachers can employ software for corpus analysis and a number are available for free such as AntConc (Version 4.0.3). The use of the selected software is described in detail in stage 4 to provide opportunity to both teachers and students to see how easy and enjoyable it can be.

Stage 4 - Examining the discourse features of SRs
    i.   Teacher introduces the software for analysis, AntConc (Version 4.0.3) and all the major functions
    ii.   Students convert the eight SRs from Kulim Malaysia Berhad into .txt (text) format
    iii.   Students upload the corpus in .txt (text) format onto AntConc
    iv.   Students generate the wordlist using the 'Word' tool
    v.   Students generate three-word bundles using the 'N-Gram' tool
    vi.   Students explore the use of phrases in specific moves (in Stage 3) in context using the 'KWIC' tool

In this stage, the corpus linguistic methods are employed to support exploratory learning, which makes the students' learning more productive and self-regulated (Rasikawati, 2019). With corpus analysis, it is possible to facilitate students' learning of the discourse features in the SRs as they look at the actual use of words in the corpus, locate words commonly found in close proximity, and examine set phrases.

The teacher introduces the software, AntConc (Version 4.0.3) (Anthony, 2022), which is available for downloading at https://www.laurenceanthony.net/software/antconc/. The AntConc software is selected because it is freely available, making it ideal for students and teachers to use it in the language classroom. AntConc provides the users with various tools and features to analyse a corpus. The students can simply download the software from the given link and have the software installed on their computers. The students then convert the texts of the SRs into .txt format, as required by AntConc and upload them onto the software.

After opening AntConc and clicking on Create Quick Corpus, students select the folder containing the SRs which have been converted to .txt format earlier in the file menu, as seen in Figure 1 below.
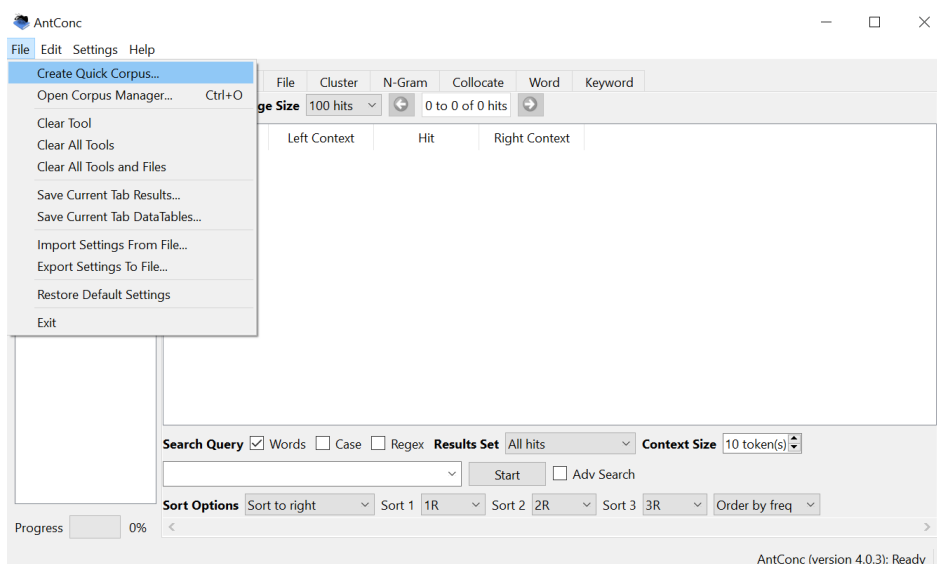

Figure 1   Creating and uploading the corpus in AntConc

Students can then explore the major functions of the AntConc software by selecting the associated tab of the window. AntConc contains eight tools, namely the KWIC (Key-Word-In-Context) tool, the Plot tool, the File tool, the Cluster tool, the N-gram tool, the Collocate tool, the Word tool, and the Keyword tool. Teachers can decide on the tools to be used and describe the analysis techniques to the students. One of the tools helpful to the students is the Word tool, which provides a simple list of all words appearing in the corpus, and this list is sorted by frequency. When students click on the 'Word' tool and then the 'start' button to start the processing, within seconds, the results will be displayed, as seen in Figure 2 below.

The students can observe the words appearing in the corpus based on their frequency of occurrence. As seen in Figure 2, the most common items are *the, and, to, of, in,* and *our.* As they scroll down the top twenty words, the students will come across words with lexical content such as *employees, business, sustainability, estate,* and *workers.* In addition, the students will also notice that the pronouns commonly used in the writing of sustainability corpus are 'our' and 'we' in presenting a more personal way of writing, which is typical of corporate/ business reports (Smailović *et al*., 2017).
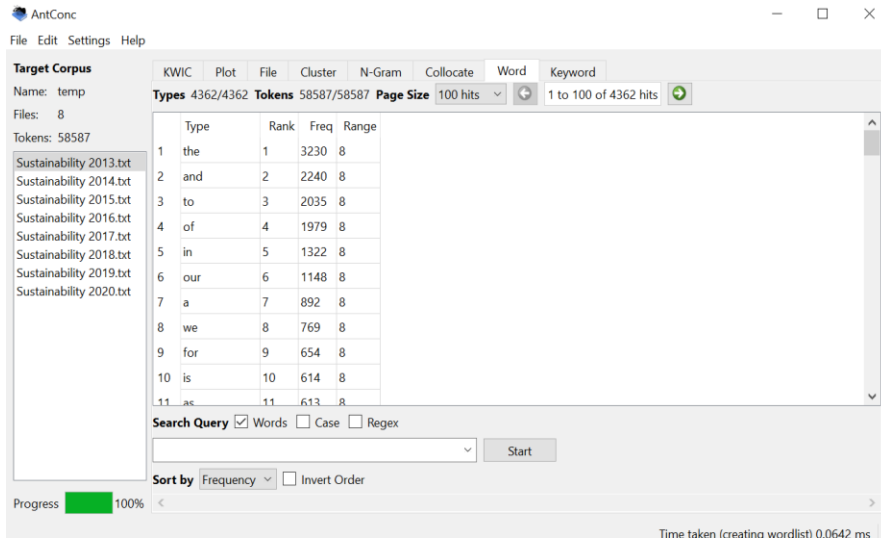
Figure 2 The word list generated by the 'Word' tool in AntConc

Certainly, texts are more than a list of words, and it is important to see how words on this list generated work together as chunks, clusters, or bundles. This can be done by creating another list by choosing the N-Gram tool, and having the students select the number of words they want to observe in a string. For example, the most common two-string words from the corpus are *of the, to the,* and *in the.* This finding can be a starting point for the teachers to discuss the importance of prepositions and determiners in writing sustainability reports.

Simpson-Vlach and Ellis (2010) assert that many important recurrent word combinations are three-word bundles. Hence, the students can benefit from this list as they observe the useful bundles from the corpus that are specific to the writing of sustainability reports. To give the students a better context in understanding the lexical bundles used in the corpus, the teacher can focus on the specific moves identified in Stage 3. To demonstrate this, the teacher selects 'Move 1: Introducing sustainability in KMB' and instructs the students to identify the three-word bundles. Table 1 below displays the most frequent three-word bundles in Move 1, as generated by the N-Gram tool.

Table 1 Top 10 most frequent three-word bundles in Move 1

Rank	3-word bundles
1	environmental and social
2	and add value
3	as well as
4	of long term
5	of people planet
6	such as the
7	by the principles
8	investment and shareholder
9	Malaysian palm oil
10	of environmental and

As seen in Table 1, 'environmental and social' tops of the list, followed by 'and add value' and 'as well as'. Most of the three-word bundles are observed as being topic specific, reflecting the contents of Move 1 in the sustainability reports, since words such as 'people', 'planet', 'environmental' and 'social' are part of the lexical items that make up the three-word bundles. There are also phrases that contain references to the company's primary stakeholders who engage with the business directly, such as 'investment and shareholder', and 'Malaysian Palm Oil'. There are also several fixed phrases in the list, namely 'as well as', 'such as (the)', and '(of) long term'. It is also important to note that the N-Gram tool presents the fixed phrases based on the criteria set, in this case, three-word bundles. Therefore, there are several three-word bundles that are not considered phrases in the traditional sense, such as 'of environmental and'.

By refering to the list of three-word bundles, students will notice that the strategies in Move 1 are reflected. For example, in the SRs, KMB mentioned the 'environmental and social' impacts in the plantation industry to emphasise the importance of sustainability. The students can also explore how these three-word bundles, such as 'environmental and social' are used in the sustainability reports. To do this, the students can use another tool in AntConc, which is the KWIC or the 'key-word in context' tool, also known as the concordancer. The KWIC tool is noted as effective in helping the student with mastering vocabulary, collocations, grammar, and various writing styles (e.g., Kheirzadeh & Marandi, 2014; Fang, Ma, & Yan, 2021) by looking at the target word in context.

The teacher introduces the KWIC tool and instructs the students to use 'environmental and social' as the search term and the concordance lines will be generated as seen in Figure 3. Students can easily spot the phrase 'environmental and social' as used in the SRs for KMB to introduce sustainability in its business/operations.

1	sophistication of consumers and the increased importance of	environmental and social	impacts have changed the way organisations look at
2	developmental NGOs. RSPO has developed a set of	environmental and social	criteria that plantation companies must comply with
3	TBL reporting goes beyond financial metrics to include	environmental and social	dimensions as the main indicators of a corporation's health
4	on our unwavering commitment in ensuring compliance to	environmental and social	standards albeit transparency and accountability. The implementation
5	Scope of Reporting The different aspects of economic,	environmental and social	sustainability that impacts our operations as well as

Figure 3 Sample concordance lines of 'environmental and social'

When viewing the output, the students will see that each concordance line includes the keyword, in this case the three-word bundles being studied, i.e., 'environmental and social' and the sentences where the keyword is situated. As they read the concordance lines presented in key-word-in-context (KWIC) format, the students will also notice certain lexico-grammatical patterns of the target word.

As seen in Figure 3, the three-word bundles are associated with nouns pointing to the goals of KMB in ensuring sustainability in its business practice, such as 'impacts', 'criteria', 'dimensions', 'standards', and 'sustainability'. The students can then explore the concordance lines further by clicking any of the concordance lines to look at the expanded context from the corpus.

(1) RSPO has developed a set of *environmental and social criteria* that plantation companies must comply with in order for their oil to be labeled as CSPO.

(2) TBL reporting goes beyond financial metrics to include *environmental and social dimensions* as the main indicators of a corporation's health.

(3) We are focused on our unwavering commitment in ensuring compliance to *environmental and social standards* albeit transparency and accountability.

The expanded concordance lines above illustrate how in the SRs, KMB acknowledges the importance of complying with certain 'environmental and social' *criteria*, *dimensions*, and *standards* to maintain its image as a reputable plantation company. Jarwoska and Nanda (2018) noted that the linguistic choices employed in reports/disclosures help companies to establish legitimacy, trust, and promote a positive corporate image. Hence, the use of these words surrounding the three-word bundle 'environmental and social' shows KMB's commitment to sustainable plantation practices.

As illustrated, the use of corpus analysis techniques to facilitate the examination of the discourse features in the SRs may be useful for both the teachers and students in the ESP classroom, as they offer significant complement to the genre analysis.

5.0   CONCLUSION

This article has presented a proposed module for ESP writing based on genre analysis and corpus analysis. The genre-based approach provides the avenues for students to analyse and understand the the contents and the structure of the texts they need to produce. Analysing the corpus of eight SRs from KMB leads to further understanding of the specific language use in SRs. The learning process is enhanced by using the technology available. The authentic examples from the corpus will enable students to produce texts that more closely match the expectations of a particular genre. This article is based on SRs which are also categorised as a corporate genre thus the module can also be used to teach corporate communication students.

Similar to what has been proposed by Dundar (2018), the module addresses the cognitive and the physical aspects of learning at all stages. While guiding students build and explore knowledge of genres in their discipline, they are physically involved in the analysing and writing processes. At the same time, students are guided to be conscious users of the discourse of the specialist culture provided by corpus analysis.

Genre-based approach has been proven to be effective for teaching ESP writing. The module designed in this article is student-centred in which the students are able to gain greater autonomy as they draft and revise their own texts. This article concurs with Khan and Zaki (2018) that genre-based writing helps students to discover text patterns, promotes cognitive thinking, develops confidence and eliminates writing anxiety. More importantly, the learning process aims to empower the students by engaging them in the analyses which in turn will give them the confidence to use the language in their writing tasks.

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