Report on genre use in reading and writing in VET education:

1. Genres students have to read:

Most partners make generic descriptions of the types of texts students use for reading (e.g. “comprehensive reading texts consist of basis terminology”), whereas the Polish partners thoroughly enumerate genres, even differentiating between the basic curriculum level and the expanded level. It is therefore quite difficult to extract those genres that are common to all national VET systems. However, two types of genres used for reading activities are more often mentioned:


**Description:**
“Defined as a general description of how a process happens, step by step. It does not tell the reader what to do; rather, it describes how something happens.”
(Source: Poland/Sopot report)

b. *Instructions* (in variations of: “safety instructions”; “documentation and technological worksheet”):

**Instruction:**
“Commands to readers telling them to do something, step by step. A set of instructions does not simply describe general events but rather gives directions to readers for making something specific happen.”
(Source: Poland/Sopot report)


**Legal acts (domain-specific):**
“Written enactment produced by a legislature.”
(Source: Poland/Sopot report)

2. Genres students have to write:

a. Discipline-specific genres: *instruction*
b. General-functional: *CV* and *letter of motivation*
c. Communicative genres: *(business) e-mail*

3. Genres students really read:

a. Discipline-specific genres: *description, articles, legal texts*
b. Communicative genres: *webpages*
c. Literary genres: *romances, song texts*
4. Genres students really write:
   a. Discipline-specific genres: tests
   b. Communicative genres: blog entry
   c. Other genres: diary

5. Genres students would like to be able to read:
   a. Discipline-specific genres: professional literature, modern technology documentation
   b. Communicative genres: webpages, Facebook entries
   c. Literary genres: fantasy books, short stories, comics

6. Genres students would like to be able to write:
   d. Discipline-specific genres: offers, reports
   e. General-functional: invitations
   f. Communicative genres: written communication in company
   g. Literary genres: argumentative essay, reflective essay

Conclusions:
1. A continuum of differences can be observed between what students have to read and what students have to write according to curriculum:

   a. For some countries, there is a visible gap between what students write (mostly discipline-specific) and what students write (general functional genres like CVs, motivation letters): Estonia;
   b. For other countries, the similarity between to-be-read texts and to-be-written texts is higher and it concerns primarily discipline-specific texts: Germany, Romania;
   c. In other cases, lists of similar mixed genre types (discipline-specific and general-functional) are found for reading as well as for writing: Poland.

   A first recommendation in this case is that teachers should use similar genres for writing and reading so that students can be able to develop expertise in writing based on the exposure to read texts. The improvement of the writing performance does not only improve the literacy level of the VET students but it also opens new directions of specialization in their further careers: for instance, if students read description / instruction texts intensively, they might be conceiving written instructions for own products as part of new horizon-opening jobs.

   A second recommendation would be that teachers can introduce genres to students in more systematic teaching scenarios in which general-functional genres (CVs, motivation letter) are taught separately from communicative genres (e.g. emails, webpages) and discipline-specific genres (e.g. safety instructions). The importance of the exposure to literary genres (poems, narrative texts) should be evaluated correctly and such genres used if the curriculum requires it or, as literacy intervention, if students need writing exercises to help them improve general writing skills.
2. There are several discordances between what students have to read and write and what they really read and write. Several literary genres (e.g. fantasy books, song texts) are mentioned to be read in the classroom whereas they are not in the curriculum-recommended list of genres mentioned by teachers. The difference in even more visible for the actually written genres, which includes texts types such as blog / blog entry.

3. The range of answers indicating the wishes that students might have related to read and written genres (as reported by teachers) indicated one major motivational deficit: students might associate high motivation for reading with hobby-induced reading activities that is why genres such as crime stories, youth magazines, entries on Facebook/Twitter/Instagram appear in the list.

One recommendation emerging from the list of genres mentioned by teachers to be appealing to their students is that teachers could identify and/or conceive didactic scenarios in which appealing genres play an important role. For example, if students like Facebook entries, teachers could try to ask study-related topics to post on Facebook and launch debates about those topics.

Another interesting conclusion which can turn into a recommendation for teachers is that students would like to have access to more up-to-date materials (e.g. modern technologies materials), more sophisticated information (e.g. professional literature) thus demonstrating the motivation for self-perfection, and well-structured and concise information.

At the same time, there is a general impression of students being overwhelmed with activities (maybe too many VET-typical lessons) that they either prefer reading and writing activities that focus on the essentials, i.e. being concise, or focus only on relevant information, i.e. only modern up-to-date informative materials, or they wish they had more time for extra-curricular reading and writing applications such as stories or blog entries. Teachers might try to balance highly motivational reading and writing activities and VET-curriculum requirement in their classes so that literacy development does indeed support and enhance professional development of students.

4. As for genres that have a high potential of investigation and implementation in the VET context, except those already described under point (1), which are also repeatedly mentioned in all sections of the report, one single genre might also be of use since it is also placed on the list of desired competences:

**Report:**
“A description of an event or situation: a news/weather report, a company’s financial/annual report (e.g. I gave/made/submitted a report of the theft to the insurance company. She sent in weekly reports on the situation).“

(Source: Romania report)

One successful technique of introducing such genres is the one presented by the Germany report: make students read standard samples (e.g. legal texts), analyse text specifics and try to re-write similar text types on different topics.