

Writing & Reading Skills in English



Unit 2: Contents: Genres & Genre Analysis

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Genre Analysis

- Swales (1990:1): Genre Analysis

It's an **operative** method that allows us to understand thousands of **communicative** events that can be performed in a **specific** academic or professional **context**

From a didactic perspective genres can teach how to effectively learn conventions and norms.



Preliminary Notes

- What's GENERAL LANGUAGE?
- What's GOOD WRITING?
- Are there uses of LANGUAGE that are not specific?



What's good writing?

- No mistakes
- Understandable Text
- Recognizable Communicative Event
- Adopts Text Conventions
- Follows Textuality Conditions
- Focus on audience
- Text:
 - Clear, concise, to the point, coherent.

Faigley (1985)



Genre

Literature & Rhetoric Functionalism (Propp)



Barrier between Literary and Non-literary Genres ??

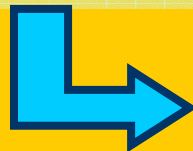
T.Van Dijk 1975

- Communicative Event with a Communicative Purpose (Swales 1990, Bhatia 1994)
- Linguistic Realization of a Social Activity (Ulla Connor 1996)
- Social Entities that allow Interaction among the members of a Community (Ulla Connor 1996)



Analysis of a Genre

- **Communicative Function**
 - Macrostructure
 - Discursive Modality (Narration, Description, Argumentation, etc.)
 - Discursive Techniques (Definition, Classification, Exemplification, etc.)
 - Vocabulary
 - Syntax
 - Socio-pragmatic Conventions



Socio-cultural Contexts
Discursive Community

Model



- **Macrostructure (textual patterns, schemas, etc.)**
 - Moves (episodes)
 - Discursive Modality
 - Strategies
 - Rhetoric Features
- **Microstructure (recurrence and frequency)**
 - Vocabulary Choice
 - Syntax
- **Textual Conditions**
 - Intentionality
 - Coherence
 - Cohesion
 - Progressivity
 - Closure
- **Context (3 areas)**
 - Space-time situation
 - Cotext
 - Format, Paralinguistic F.



Discursive Meaning



Tools for Disc. Meaning

■ TOPIC PROGRESSION

- ISOTOPY
- ELLIPSIS
- MICROMARKERS
- Topic Sentences
- Rhetoric Techniques
- Macromarkers (moves)
- Thematization

■ DISCURSIVE MEANING

- Literal Meaning
- Conventional Presupposition
- Lexical Implicature
- Social Implicature
- Pragmatic Presupposition

■ NOUN

- Definition, Denotation, Connotation
- Reference & sense
- Synonym, antonymy, hyperonymy, hyponymy, polisemy, ..
- Lexical implicature, lexical solidarities,
- Word-formation, Neologism, cognates, lendings, etc.





Typology of Genres

- **They have a NAME:**
 - Informal letter, formal letter, report, ad, etc.
- **The Members of the Discourse Community recognize them**
 - Manuals of Specific Texts
- **They have Idiosyncratic Features.**

- **Threats & Weaknesses:**
 - Which to Teach?
 - How to distinguish genres & sub-genres?
 - And Creativity? Is it Deviation?



Learning Implications

■ Curricula :

- More descriptive
- Less prescriptive
- Genres replace Notions
- Tasks (genre-focused)
- Modified Materials

■ Output:

- Care for Lay-out
- Respect to other cultures conventions
- Texts more Real-like
- Authentic Materials

■ Objective:

Make the students became members of
a different-language

Discourse Community



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