Writing & Reading Skills in English

Unit 2: Contents:
Genres & Genre Analysis

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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.
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)
Barrier between Literary and Non-literary Genres ??

- 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, antonomy, hiperonimy, hiponimy, 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
Bibliography

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