

Genre Analysis and the Language-Learning Classroom

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Abstract: In this paper, there are three articles that concentrate on the analysis of genres should be reviewed. Particularly so, these three articles shed light on the contribution of the corpus linguistics methodology to the analysis and application of academic genres. For easy reference, I have to label Article 1 on *From Text To Corpus: A Genre-based Approach to Academic Literacy Instruction* by C. Tribble and U. Wiggate, Article 2 on *Using Corpus-based research and Online Academic Corpora to Inform Writing of the Discussion Section of a Thesis*, by L. Flowerdew and Article 3 on *An Integration of Corpus-Based and Genre-Based Approaches to Text Analysis in EAP/ESP: Countering Criticisms Against Corpus-Based Methodologies*, also by L. Flowerdew.

Keywords: Linguistics methodology, *Genre-Based Approaches to Text Analysis in EAP/ESP*.

1. INTRODUCTION

To properly introduce the discussion, the notion of genre has emerged as a subject of interest in various disciplines such as arts, media, linguistics and applied linguistics. A novel for instance, is one of the many examples that have been regarded as belonging to a genre and boasting off its own typical schematic structures. Important implications have grown out of this trend. An implication suggests that the nature of language should be seen as a functional tool for fulfilling particular communicative purposes. Also cannot dismiss the fact that genre-based language teaching has survived as an effective form of language pedagogy in schools (Derewianka 1990), at colleges and universities (Swales, 1990), and in various professional contexts (Bhatia 1993). The underpinning theory is that explicit teaching of schematic structures that characterise particular genres is critical to learners' success in appropriating these genres. Being a concept with extensive applications, genre has been conceptualised in a diverse manner according to several different theoretical camps. As we shall see later, there are two major approaches to genre, the first is a text-based and the second is a situation-oriented approach (Flowerdew, 2002). The major divergence can be seen in the theoretical and pedagogic focus of these studies. A text-based approach describes and teaches generic features of genres while a situation-oriented approach views genre as a response to recurring rhetorical situations with its pedagogic focus on inculcating students' contextual awareness. While both textual scaffolding and contextual awareness have places in genre pedagogy, discussion has seldom been noticed on what students learn from texts and what has led to the development of a writer's capacity to use genre forms in creative light.

2. ARTICLE ONE REVIEW AND FINDINGS

Article 1 makes a general claim that the broadening participation in Higher Education and a drastic increase in bringing in batches of overseas students has urged academic bodies to adapt on the literacy demands they require from their students, and to cater for the students' learning needs. With the different literacy requirements among the students, it has encouraged higher education bodies to strategise on some approaches to teaching academic writing.

In terms of the procedure, Article 1 researchers had resorted to the KLC Academic Writing Corpus to provide the databank of exemplars- the corpus contains the following data: laboratory reports of MSc Pharmacy students and course assignments and dissertations of MA ELT and Applied Linguistics students. Before building on the corpus, researchers

New Analysis Of Language Learning

Cynthia L. Allen

New Analysis Of Language Learning:

A New Analysis of Language Learning Toshiko Chōmei, 1989 A comprehensive collection of exploratory articles selected and written by T Chomei is available in English Initially when published in several international academic journals the first five articles elicited considerable response from scholars all over Europe the U S A and the U S S R The other two articles originally written in Japanese have been completely revised and translated This collection reflects the author's life time pursuit in audio visual education applied linguistics and psycholinguistics

Case Marking and Reanalysis Cynthia L. Allen, 1999 It is commonly stated that the loss of case marking distinctions between Old and Middle English had profound consequences for the syntax of the language In particular linguists have attributed both the loss of the impersonal constructions such as methinks and the introduction of new passives such as he was given a book directly to the loss of case marking distinctions However the existing analyses generally suffer from empirical inadequacies insufficient available information concerning the case marking systems as opposed to the forms makes it difficult to determine exactly when crucial marking distinctions disappeared Dr Allen makes a careful examination of the primary evidence for how the loss of case distinctions proceeded and of the temporal relationship between changes in morphology and particular syntactic changes She demonstrates that morphological change had a less direct role in the triggering of syntactic change than is usually assumed and that some changes traditionally considered to be the result of syntactic reanalysis are better treated in other ways Some changes to grammatical relations were not the result of syntactic reanalysis but were caused by changes in verbal semantics while others which have been treated as syntactic reanalysis in fact involved no change to grammatical relations but only to the possible case marking associated with subjects Endorsement Fruitful interaction between historical linguistics and linguistic theory is rarely the aim and even more rarely achieved Allen's work is a remarkable exception It is her avowed intention to bring together the methodology assumptions and principles of the two disciplines to show that each can benefit from the other This she does with signal success Allen presents a careful and detailed examination of changes in case marking and claimed relationships to syntactic changes This in itself is valuable and significant More than this Allen provides a thoroughly worked out clearly presented model of historical linguistic investigation a rewarding blend of descriptive rigour and theoretical insight Australian Journal of Linguistics 24 02 1998

Language Transfer in Language Learning Susan M. Gass, Larry Selinker, 1992-10-29 The study of native language influence in Second Language Acquisition has undergone significant changes over the past few decades This book which includes 12 chapters by distinguished researchers in the field of second language acquisition traces the conceptual history of language transfer from its early role within a Contrastive Analysis framework to its current position within Universal Grammar The introduction presents a continuum of thought starting from the late 70s a time in which major rethinking in the field regarding the concept of language transfer was beginning to take place and continuing through the present day in which language transfer is

integrated within current concepts and theoretical models The afterword unites the issues discussed and allows the reader to place these issues in the context of future research For the present book the 1983 edition has been thoroughly revised and some papers have been replaced and added *The Routledge Handbook of Second Language Acquisition and Pragmatics* Naoko Taguchi,2019-01-30 The Routledge Handbook of Second Language Acquisition and Pragmatics is a comprehensive critical survey of the field of L2 pragmatics collecting a number of chapters that highlight the key theories methods pedagogies and research findings throughout its development over the last four decades Demonstrating the ways in which pragmatics has long served as a lens through which to examine patterns of L2 development the volume is divided into six parts which reflect the field's structure and evolution Constructs and units of analysis Theoretical approaches Methodological approaches Pedagogical approaches Contexts and individual considerations L2 pragmatics in the global era The handbook has a particular focus on covering not only traditional topics in the field such as constructs of pragmatic competence e.g. speech acts implicature teaching and assessment and pragmatics learning in a study abroad program but also emerging areas of study including interactional pragmatics intercultural pragmatics usage based approaches corpus linguistics and psycholinguistic experimentation Each chapter introduces the topic and follows with a description of its theoretical underpinnings an overview of existing literature appraisal of current practice concluding with a discussion of future directions for research and key readings The Routledge Handbook of Second Language Acquisition and Pragmatics is an essential resource for those with an interest in second language acquisition pragmatics and language teaching

Children's Language Keith E. Nelson,Anne Van Kleeck,1987 First Published in 1987 Routledge is an imprint of Taylor Francis an informa company *Young Learners' Oracy Acquisition and Development in International Foreign Language Learning Contexts* Dimitra Karoulla-Vrikki,Lucilla Lopriore,2025-02-11 This volume presents research on oracy development in early language learning with a particular focus on the pedagogical implications for growingly plurilingual classrooms The chapters offer empirical results from diverse international contexts which reveal common and differing experiences of teaching methodologies and assessment practices learners attitudes and motivation and young learners skill development processes Together they explore the effects of language policy collaborative learning and teacher intervention on the development of children's listening and speaking skills in a second or foreign language The book will be of interest to researchers in early second language acquisition as well as students on EFL TESOL and ESL courses It will be particularly useful to pre primary and primary teachers in multilingual classrooms and can be used in teacher education and professional development programmes to promote reflection on current teaching practices **Introduction to Instructed Second Language Acquisition** Shawn Loewen,2020-03-09 Now in its second edition Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition ISLA Loewen provides comprehensive discussions of the theoretical empirical and

pedagogical aspects of a range of key issues in ISLA and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy Also new is the addition of supporting features including new end of chapter activities points for reflection and discussion questions as well as thoroughly revised content to reflect the most recent research in ISLA This is an essential resource for students new to ISLA or working in second language acquisition more generally *Resources in Education* ,1979 Learner Contributions to Language Learning Michael Breen,2014-09-15

Since it was first established in the 1970s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education Drawing extensively on empirical research and theoretical work in linguistics sociology psychology and education the series explores key issues in language acquisition and language use What the learner contributes is central to the language learning process Learner Contributions to Language Learning provides a uniquely comprehensive account of learners personal attributes their thinking their feelings and their actions that have been shown to have an impact upon language learning Containing specific chapters from leading names in the field this book provides both a review of what has been discovered from previous research and identifies important future directions for research on learner contributions It is a landmark volume setting the agenda for language learning research in the 21st century and it provides invaluable information for all those engaged in language teaching The contributors to the volume are Michael P Breen Bonny Norton Anna Chamot Rebecca Oxford Rod Ellis Anna Pavlenko James P Lantolf Anita Wenden Diane Larsen Freeman Usage and Potential of Language Learning Apps Luca Diehl,2020-03-16 Bachelor Thesis from the year 2019 in the subject English Language and Literature Studies Linguistics grade 1 3 University of Trier language English abstract The goal of this thesis is to find out how often language learning apps are already used and to analyze their potential for the upcoming years i e whether they might be able to supplement or even replace traditional language classes one day The study presented in this thesis consists of two parts an analysis of the term language learning app their user numbers and their teaching methods in order to be able to find their strengths and weaknesses and a survey conducted among students of the University of Trier in which they were asked about their past usage of language learning apps as well as their attitudes and opinions towards language learning apps in general including their opinions about the potential of language learning apps Not long ago mobile phones were only a means of communication and it was hard to imagine that one day they could fulfil literally hundreds of tasks Today thanks to mobile apps they can be a map a book a video game and even a spirit level all at once One of their most valuable new features though are educational apps They allow users to learn anything from coding to chemical elements to languages and have been changing the educational landscape ever since Language learning apps have been especially disruptive No other type of educational apps is used as often as they are Today apps like Duolingo and Babbel have more than 100 million active users with their numbers increasing by the day They offer courses in languages from Spanish to Hawaiian and are no longer

limited to vocabulary teaching only *The Tenth and Twelfth Books of the Institutions of Quintilian* Quintilian,1877

Physiological Notes on Primary Education and the Study of Language Mary Putnam Jacobi,1889 Adamitics, an Essay on First Man's Language Anton von Velics,1914 Methods in Adult Elementary Education Nina Joy Smith

Beglinger,1928 Modern Language Forum ,1924 New Directions in Language Learning Psychology Christina Gkonou,Dietmar Tatzl,Sarah Mercer,2015-11-27 This book explores potential new directions in the growing field of language learning psychology The individual chapters cover theoretical and conceptual developments and innovative methodological designs while also exploring practical implications Language learning psychology is a vibrant field of research that typically involves constructs from social and educational psychology which it considers in terms of their relevance for the domain of language learning The diverse theoretical and empirical chapters examine a range of familiar and lesser known constructs highlighting the importance of taking into account both learner and teacher psychologies and recognising the complexity dynamism and situatedness of psychological constructs as well as the value of employing diverse research methodologies It is hoped that these new directions concerning populations constructs and theoretical and methodological frameworks will pave the way for innovative future developments in this vibrant field

Ohio Educational Monthly and the National Teacher

,1874 **Principles of Language Learning and Teaching** H. Douglas Brown,1980 The book comprehensively integrates theory research and practice in language teaching The material stresses the importance of understanding key principles of language learning which enables the instructor to choose varying methods and techniques for many different situations rather than depending upon one method for all The book helps you to put your theory into practice in the teaching of any modern language It covers a range of topics and helps you to understand not only how people learn a language but why some people do not learn a language As the author summarizes It provides necessary and sufficient foundation stones for building the capacity to understand evaluate and perfect language teaching practices Publisher **Picciola Xavier (M.)**,1877

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