INCORPORATING GENRE ANALYSIS INTO THE TEACHING OF ESP

- A PEDAGOGICAL STUDY

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Abstract

This thesis presents the Genre-based approach as a promising alternative in the teaching of ESP. In reviewing the theoretical basis and the differences between the Genre-based approach and Communicative Language Teaching, this thesis attempts to establish that the Genre-based approach suits the ESP classes better especially at the tertiary level with cognitively mature students who can only afford to spend a limited time on ESP classes.

The thesis mainly works on a detailed analysis of the text of a product specification of the 6B Series I/O modulators on the model developed by Systemic Functional Grammarians as typically represented by Halliday. The analysis is exemplification of incorporating genre analysis into the teaching of English in scientific setting and the outlook of language in the society with information explosion. With these perspectives, some possible future research areas are suggested.
序言

本論文透過分析指出“文體教學法”（Genre-based Approach），這種以分析文體類別為基礎而成的教學法，對“專用英語”（ESP）教學來說，是一種極具發展潛力和值得參考的方法。

本論文先作理論方面的分析，再討論“文體教學法”與“傳意語言教學”（CLT）的分別，從而確認“文體教學法”較適合中學以上程度的“專用英語”課程。

本論文主要以一篇有關“6B 系列輸入/輸出調制器”的產品規格介紹作分析的內容，並依據英國韓禮德（Halliday）為代表的“系統功能語法學派”（Systemic Functional Grammarian）的理論作分析的方法。同時，這項分析亦會用來展示“文類分析”（Genre Analysis）如何應用在“專用英語”教學上。

本論文除討論“文類分析”的應用外，還討論“文體教學法”的發展潛力和所受的限制。同時，帶出在資訊激增的社會中，科技英語的發展和整體語言的展望。

最後，本論文會提出一些與“文體教學法”有關的問題作他日繼續研究之用。
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