

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English Studies and Literature



Master Two Applied Language Studies
Discourse Analysis Lectures
First Term

Genre Analysis, Contextual Interpretation and Foreign Language Teaching

Elaborated and Accomplished by: Dr Turki. Barkat.

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Diagrammatic Presentation of the Course

Course: Discourse Analysis.

Level: Master Two. Applied Language Studies.

Period: First Term.

Type: Lecture Sessions.

Time Allotment: One Session (1.30.) per Week.

Title: Genre Analysis, Contextual Interpretation and Foreign Language Teaching.

Course Contents

Chapter One: Genre Analysis.

Week	Topics
1	1.What is Genre Analysis in Discourse Studies. 2. What are the Aims of Genre Analysis.
2	3. Discourse Communities. 4. The Qualities of Good Written Discourse.
3	5. Written Discourse and Ethics. 6. Regional and Social Variations.
4	7. Genre Analysis and Discourse Functions. 8. Reading Comprehension and Text Interpretation.
5	9. Practical and Extensive Classroom Activities of Genre Analysis.

Chapter Two: Context and Discourse Studies.

Week	Topics
6	1. Definition of Context. 2. Structure of Context.
7.	3. Components of Context. 4. Features of Context.
8.	5. Types of Context. 6. Contextual Macro-Functions.
9.	7. Context and Foreign Language Learning. 8. Contextual Classroom Activities.

Chapter Three: Genre Analysis and Foreign Language Teaching.

Week	Topics
10.	1. Genre Analysis Implications for Language Pedagogy. 2. Genre Analysis and the Language Skills.
11.	3. Genre Analysis and Teacher's Talk. 4. Genre Analysis and Foreign Language Teaching: Advantages.
12.	5. Principles of Evaluation of Genre Objectives. 6. Text and Context and Foreign Language Teaching.
13.	7. Genre Analysis and Critical Thinking. 8. Extensive Practice of Different Types of Genre Interpretation.

Course Guidelines

Preliminary Notes.

The third term Master course in Discourse Analysis is intended to provide students with background knowledge in the field of Applied Language Studies, notably in the teaching of English as a foreign language as well as to inculcate them with knowledge and skill to apprehend practical teaching issues in English language instruction, in the Algerian context.

In view of the mixed nature of the participants (students) in this course- since one is given to understand that not all of the latter are intending teachers- there has been an attempt, when making decisions about the course, to keep a balance between issues of wider interest and issues of more practical nature (for students who envisage their careers out of the spectrum of foreign language teaching).

Major Objectives of the Course

The principal objectives and expectations for this course are that students:

1. Develop an understanding of the theoretical and practical issues in Genre Analysis.
2. Become familiar with existing approaches, syllabises, materials and methods in the field of Genre Analysis.
3. Construct a comprehensive schema of the factors which characterize different types of genre.
4. Acquire analytical and evaluative skills in studying and interpreting the values, features and objectives of various kinds of genre.
5. Be able to make instructional decisions (in case of a teaching career) for specific learning situations of discourse studies and, most importantly, develop and sharpen a capability to critical thinking in genre interpretation.

Course Structure

The course takes the term division as its basic structure. The first month (5 sessions) is given to issues of the ethnography of communication and a detailed background in terms of definitions, types, aims, functions and practice of genre analysis. The second month (4 sessions) provides issues related to the study of context, namely, definitions, structures, components, characteristics, types, functions and of contextual interpretation of genres. The third month (4 sessions) is concerned with the scrutiny of the nature of the relationship between genre analysis and foreign language teaching/learning; a special emphasis is focused on the language skills, teacher's talk, text and context in foreign language teaching, and critical thinking in genre interpretation. Additionally, a large number of various tasks and activities are proposed to the students for outdoors or indoors practice of genre analysis.

Course Materials

A bibliographical list for the course and each of the programmed chapters is attached to the course contents. Most of the publications are available in the faculty library. Besides, electronic sites and genuine authentic materials are regularly furnished (within the perspective of the numberless sources that can be used through the ICT supports). Students can find more recent information in the Moodle platform. Moreover, if and when facilities allow supplementary reading materials, they will eventually be provided to students.

Course Assessment

A very long list of assessments and tasks is equally attached to the course contents with mandatory or facultative submission dates. Whenever necessary, further information is given in due time. At this point, the assessment list may be helpful in guiding the students' reading activities and offering them more opportunities for genre interpretation. One might note that the nature of some assignments have been particularly selected and adapted for the development of the students' capabilities in critical thinking.

List of Assignments

1. At the conclusion of the second month, or sometimes the first week of the third month, students are required to undertake a research paper in relationship to the taught contents of the first and second chapters. Different topics are suggested to students, however, they also have the latitude to choose their own topics under the supervision and agreement of the course tutor.
2. Students are equally encouraged to work on the proposed tasks and activities that are part of the course contents. These exercises are not obligatory, nevertheless, the course tutor is always available to consolidate such initiatives in terms of selection, correction, guidance and feedback of the students' activities.

Course Evaluation

All the assignments are included in the final evaluation (research paper, homework and classroom participation). The average mark of the research paper is naturally added to the traditional on desk examination at the end of the term. Lastly, the average score of the two types of evaluation (research paper 40%, on desk exam 60%) represents the final mark of the student.

Introduction

At one time, it was considered wrong to give students listening and reading material which had not been carefully ‘graded’ by removing unusual words and difficult structures. Clearly tightly graded material can be very useful, but it is also important to expose learners to suitable examples of authentic ungraded language regularly. This gets them used to the flavour and texture of real-life English, as well as providing valuable ‘previews’ of words and structures which they will be learning later on. It also trains students to feel comfortable with speech or writing in which they do not understand every word. This is what they will meet when they are exposed to English outside the classroom, and if they have read nothing but simplified texts and heard nothing but the speech of actors in recording studios, ‘real-life’ English may come as something of a shock.

In consequence, when working with authentic genre communicative acts, teachers should encourage students to listen or read for overall meaning or for specific information; they should not worry if they do not understand every single word and structure. Within this context, the present course represents an adequate framework to initiate students into the spirit of criticism and research which regards the power to learn and to originate as of higher value than pure accumulation of fact, an attitude well-illustrated by the critical thinking teaching and developments of students’ capabilities in genre analysis. Indeed, this kind of course strongly encourages students to consider ethno-relativity with open-mindedness, tolerance, and foreign language cultural awareness for the expansive development of foreign language proficiency. One of the things that students should be aware of is that through the scrutiny and analysis of genre, they will discover that human communication- whatever the language which is used- is certainly not an exhibition of mere mechanical process, but it essentially consists of the cultivation of aesthetic taste, and the training of the intellectual critical faculties.

Chapter One: Genre Analysis.

Objectives of the first chapter.

By the end of the first chapter, learners will be able to:

- (a) Define genre and genre analysis within the field of discourse studies.
- (b) Explain the significance of genre analysis in understanding written and spoken discourse.
- (c) Describe the key aims and purposes of genre analysis in academic and professional contexts.
- (d) Analyze how discourse communities shape language use, textual norms, and communicative purposes.
- (e) Identify the structural linguistic and rhetorical features of effective written texts.
- (f) Evaluate how ethical considerations influence the production and interpretation of texts.
- (g) Identify typical genre functions such as informing, persuading, requesting, or evaluating.
- (h) Interpret texts by recognizing indicators, structural patterns, and communicative intent.

1. Introduction

Genre analysis in discourse is the study of how communicative texts, or ‘genres’, are shaped by their social context and purpose within a specific discourse community. It examines the shared structures, language features, and rhetorical strategies that characterize a genre (like a news report or a recipe), explaining how these elements help members of a community achieve common goals and understand each other’s messages. By analysing the patterns in content organization and language genre analysis, provides insights into the communicative practices, intentions, and norms of a particular social group.

2. Key Aspects of Genre Analysis

- (a) **Communicative Purpose:** each genre serves a specific purpose (e.g. to inform, persuade, or instruct) that is understood by members of its discourse community.
- (b) **Discourse Community:** genre analysis links a genre to a specific social group that uses it, considering their shared goals, conventions, and ways of communicating.
- (c) **Structure and Organization:** it identifies recurring patterns in the macro-level organization of structure of a genre, such as the typical sections of an academic research article introduction.
- (d) **Language Features (Register):** the analysis looks at language choices, including verb tense, voice, specific vocabulary or jargon, that are typical of a genre within a particular field.

(e) Social and Culture Context: it acknowledges that genres are not static but evolve with changes in society, technology, and communication needs, and are influenced by social factors.

3. Why Genre Analysis is Important?

(a) Understanding Communication: it reveals how texts work to convey meaning and achieve specific goals within particular social contexts.

(b) Informing Teaching and Learning: by identifying common patterns and rhetorical strategies, genre analysis can help educators teach students how to write effectively for different academic and professional situations.

(c) Revealing Social Norms: the study of genre helps to understand how language use reinforces the values and goals of a particular group and demonstrates its members' legitimacy.

(d) Explaining Differences in Texts: it helps to explain why texts within the same broader category (like 'instruction manuals') can differ significantly depending on the specific professional context in which they are used.

4. What is Genre Analysis in Discourse Analysis?

The study of categories of artistic expressions, known as genres, which encompass similarities in topics, forms, styles, and characteristics across various texts. At its core, genre analysis looks at both the form and content of texts. It considers aspects like language use, organization, writing process, and rhetorical strategies typical of the genre. This method also takes into account the social and cultural factors that influence how genres are created and interpreted. By doing so, it sheds light on how communication practices, personal experience, and knowledge are shaped by the expectations and norms of specific groups.

A key aspect of genre analysis is the relationship between texts and their contexts. Genres are just collections of similar texts, they are dynamic and evolve over time in response to changes in society, technology, and communication needs.

5. What are the Aims of Genre Analysis?

- The primary aim of genre analysis is to understand how different types of texts function within specific social and cultural contexts. By examining the structures, language features, and conventions of a particular genre, researchers seek to understand how meaning is constructed and communicated. This involves identifying patterns and regularities that characterize the genre, which helps in distinguishing it from others.

- One key objective is to explore the relationship between the text or communicative event and its purpose. Genre analysis looks at how texts are designed to achieve specific goals, such as informing, persuading, or entertaining the audience. By understanding these

purposes, researchers can analyse how writers make choices about language tone, and structure to effectively communicate with their intended readers.

- Another aim is to investigate how genres evolve over time. As societies change, so do the communication needs and expectations of their members. Genre analysis examines how new genres emerge and existing ones adapt in response to shifts in technology, culture, and social practices. This helps understanding the dynamic nature of communication and the factors that influence it.

- Genre analysis also seeks to reveal the underlying social norms and values embedded within texts. By studying the conventions of a genre, researchers can identify how certain ideologies are reinforced or challenged. This can provide insights into power dynamics and the ways in which language contributes to the maintenance or transformation of social structures.

- In educational settings, one of the aim is to enhance literacy and communication skills. By teaching students about genre conventions, educators can help them become more effective writers and readers. Understanding genre enables students to better comprehend the expectations of different types of texts and to produce work that meets those expectations.

- In professional and organizational contexts, genre analysis aims to improve communication efficiency. By understanding the specific genres used within a field- such as reports, emails, or proposals- professionals can craft their messages more effectively. This can lead to better collaboration, clearer information exchange, and more successful outcomes in business or institutional environments.

- Another important aim is to facilitate cross-cultural understanding. Genres can vary significantly between different cultures or language communities. By analysing these differences, researchers and practitioners can develop strategies to overcome communication barriers, which is particularly valuable in international or multicultural contexts.

Overall, the aims of genre analysis are centred on dissecting how texts function to achieve their purposes within particular contexts. By doing so, it contributes to a deeper understanding of communication practices, supports the development of effective communication skills, and provides tools for critical analysis of texts and their social roles.

6. Discourse Communities

Professionals often write as members of specific communities. For example, biologists with similar interests often exchange information about their research. The members of a community share goals, values, concerns, background information, and expectations, and this fact in turn affects how they write. Because such writing is closely tied to the interests of the community; professional articles often start with a section linking their content to previous research projects and articles. Often, too, custom dictates what information must be included, the pattern of organization, and the style the paper should follow. Throughout university studies, you should have discovered that part of learning to write is to become

familiar with the values and customs of different discourse communities. To do this, you should continuously need to read carefully, in your major field (EFL), acquainting yourself with its current issues and concerns and learning how to write about them. Ask yourself these questions as you start reading in any professional area:

- (a) What are the major concerns and questions in this field?
- (b) What seems to be common knowledge?
- (c) To what works do writers regularly refer?
- (d) How do those in the field go about answering questions?
- (e) What methods do they follow?
- (f) Which kinds of knowledge are acceptable? Which are not?
- (g) What values seem to guide the field?
- (h) What kinds of information must writers include in papers?
- (i) How are different writing projects organized?
- (j) What conventions do writers follow?

In sum, we all, of course, belong to many different communities. Furthermore, a community can involve competing groups, conflicting values, differing kinds of writing projects, and varying approaches to writing. But as part of your growth as a FL writer and professional, you will need to understand the goals and rules of any community you enter.

Case Study Exercise 1.

The three excerpts below deal with the same subject- antigens- but each explanation is geared to a different audience. Read the passages carefully; then answer the following questions:

- What audience does each author address? How do you know?
- Identify ways in which each author appeals to a specific audience.

(a) *The human body is quick to recognize foreign chemicals that enter it. "Foes" must be attacked or otherwise got rid of. The most common of these foes are chemical materials from viruses, bacteria, and other microscopic organisms. Such chemicals when recognized by the body, are called antigens. To combat them, the body produces its own chemicals, protein molecules called antibodies. Each kind of antigen causes the production of a specific kind of antibody. Antibodies appear in the body fluids such as blood and lymph and in the body's cells.*

L. D. Hamilton, "Antibodies and Antigens," *The New Book of Knowledge*.

(b) *An antigen is a foreign substance that, when introduced into the body, is capable of inducing the formation of antibodies and of reacting specifically in a detectable manner with the induced antibodies. For each antigen there is a specific antibody, the physical and chemical structure of which is produced in response to the physical and chemical structure*

of the antigen. Antigens comprise virtually all proteins that are foreign to the host, including those contained in bacteria, viruses, protozoa, helminths, foods, snake venoms, egg white, serum components, red blood cells, and other cells and tissues of various species, including man. Polysaccharides and lipids may also act as antigens when coupled to proteins.

“Antigen,” Encyclopaedia Britannica.

(c) *The substance which stimulates the body to produce antibodies is designated antigen- antibody stimulator.*

Most complete antigens are protein molecules containing aromatic amino-acids, and are large in molecular weight and size. However, it has been demonstrated that other macromolecules, such as pure polysaccharides, polynucleotides, and lipids, may serve as complete antigens.

However, certain other materials, incapable of stimulating antibody formation by themselves can, in association with a protein or other carrier, stimulate antibody formation and are the antigenic determinants. These determinants are referred to as incomplete antigens or haptens and they are able to react with antibodies which were produced by the determinant-protein complex.

However, before an antigen can stimulate the production of antibodies, it must be soluble in the body fluids, must reach certain tissues in an unaltered form, and must be, in general, foreign to the body tissues. Protein taken by mouth loses its specific foreign-protein characteristics when digested in the alimentary tract. It reaches the tissues of the body as amino acids or other altered digested products of protein. Consequently, it no longer meets the requirements for antigenic behaviour.

Orville Wyss and Curtis Eklund, Microorganisms and Man.

Master student enrollees on Discourse Studies should remember that just as you would not dial a telephone number at random (logically, to my knowledge!) and then expect to carry on a meaningful conversation, so you should not expect to communicate effectively without a specific audience in mind.

One other note: as you shape your writing (or speech), it is important that the writing please you as well as your audience- that it satisfy your sense of what good writing is and what the successful communication (discourse) requires. You are, after all, your own first reader.

7. The Qualities of Good Written Discourse

Whatever the genre or type of discourse one deals with, three qualities- fresh thinking, a sense of style, and effective organization- help to ensure that a piece of written discourse or prose will meet the reader's expectations.

(a) Fresh Thinking.

One does not have to astound the readers with something never before discussed in print. Genuinely unique ideas and information are scarce commodities. One can, however, freshen her/his writing by exploring personal insights and perceptions. A communicator can use his/her personal slant, one might show a connection between seemingly unrelated items, as does a writer who likens office "paper pushers" to different kinds of animals. Keep the expression of your ideas credible, however, farfetched notions spawn scepticism.

(b) Sense of Style.

Readers do not expect you to display the stylistic flair of a great writer or eloquent political leader like respectively E. B White or Barak Obama. Indeed, such writing would impair the neutral tone needed in certain kinds of writing, such as technical reports and legal documents. Readers do, however, expect you to write in a clear style. And if you strengthen it with vivid, forceful words, readers will absorb your points with even greater interest. You should use written discourse in ways that project your own views and personality.

(c) Effective Organization.

Any piece of written discourse (a paper for instance) should have a beginning, a middle, and an end, that is, an introduction, a body, and a conclusion. The introduction sparks interest and acquaints the reader with what is to come. The body delivers the main message and exhibits a clear connection between ideas so that the reader can easily follow your thoughts. The conclusion ends the discussion so the reader feels satisfied rather than suddenly cut off. Organizational patterns, or strategies of development are inherent parameters in the elaboration of written discourse.

In summary, freshness, style, and organization are weighted differently in multiple kinds of writing. A writer who drafts a proposal to pave a city's streets will probably attach less importance to fresh thinking than to clear writing and careful organization. On the other hand, fresh thinking can be very important in a description of an autumn forest scene.

8. Written Discourse and Ethics

Good written discourse is also ethical writing, since readers expect that what they read will be dependable information. Few if any would bother with a piece of writing that they realize was intended to deceive. A good test of the ethics of your writing is whether you would read your own work and act on the basis of it. Would you feel comfortable with it, or would you feel cheated, manipulated, deceived, or harmed in some way? By learning and practising the principles of ethical writing, you will help not only ensure that your writing meets the standards your readers expect, but also you will be able to judge or evaluate the ethics of any piece of written discourse.

(a) Writing perceived as truthful should be truthful. Granted, a writer may use humorous exaggeration to make us laugh, and some sales pitches may stretch the truth a bit in order to entice buyers (e.g. publicity like Try Nu-Glo toothpaste and add sparkle to your life). But most readers recognize and discount such embellishments which, unlike major distortions, harm nobody. Deliberate, serious falsehoods, however, may harm not only the reader but sometimes the writer as well (like to warn one's friends against a person or thing and might even take legal action against the persons or institutions).

(b) Writing meant to be perceived as truthful should tell the whole truth, omitting nothing the reader needs to know in order to make informed decisions. The text should not be deliberately incomplete so as to mislead. For example, certain brochures are clearly deceptive through the manipulation of facts, figures, or bias information.

(c) Writing should not present itself as something different from what it is. It would be unethical for a drug company's department or agency to prepare, in the form of an article, an advertisement for a hair-loss treatment (their own of course) and pass off the article as an impartial news story.

(d) Writing should be clear to the reader. All of us know the frustration of trying to read a crucial regulation that is impossible to comprehend. A person who writes instructions so unclear that they result in harmful mistakes is partially responsible for the consequences. Readers have a right to expect understandable, accurate information. Thus, it would be deceptive for a group of state legislators to call a proposed bill the Public Education Enhancement Act when it would in fact bar teachers from belonging to unions.

(e) Writing should not intend to harm the reader. Certainly it is fair to point out the advantages of a product or service that readers might not need. Most people understand the nature of this type of advertising. But think how unethical it would be for a writer to encourage readers to follow a diet that the writer knew was not only ineffective but harmful. Think of the harm a writer might cause by attempting, deliberately; to persuade readers to try crack cocaine.

Case Study Exercise 2.

In previous parts of the present lecture, we have observed that genre analysis is concerned with two levels of study: the first deals with the different types or genres of discourse in terms of linguistic, psychological and sociological dimensions and characteristics such as, religious, scientific or political. Whereas the second is focused on the different aspects of written discourse that belong to the same kind of discourse such as, two scientific articles about a similar topic or phenomenon but which have been written by two different scientists. The parameters of analysis are equally linguistic, stylistic, sociocultural, cognitive, and purposive in connection particularly to the assigned objectives and audience.

Within this perspective, you are required to analyse the following two articles from two different newspapers which report on the same event. Here, the genre analysis concerns Mass-Media Written Discourse, and students are requested to proceed with a comparative/contrastive analysis of the two articles with a special emphasis on the linguistic/stylistic, audience/sociocultural, and objectives of the two journalists.

Article 1.

A confidence trickster was jailed for a year by Birmingham Crown Court for the theft of a string of pearls valued at £8,000.

Frederick Walton, 46, was arrested during a dinner-dance at the Regent Hotel in Birmingham after asking the woman he had robbed two years earlier to dance, apparently not recognizing her.

Mrs Joanna Potter met Walton two years ago, and she entrusted him with the string of pearls after he had told her he was a jeweller and could restring them. He disappeared immediately afterwards.

He failed to recognize Mrs Potter at the Regent Hotel and invited her to dance. She later called the police. In his summing up, the judge called Walton "a stupid and unpleasant man."

Article 2.

Buick-stepping con-man Frederick Walton walked into the arms of the law after robbing his glamorous partner of a pearl necklace worth £8,000.

Smooth talker Freddy swept blonde Joanna Potter off her feet at a dance in a plush night spot two years ago, and shortly after the two began to tango, the 46-year-old Romeo danced off with the stones.

But Mrs Potter had the last laugh when she he bumped into her at the same spot two years later.

Amazingly, the daft Juan didn't recognize the lover he had cheated, and asked her to dance. She agreed and then called the police, who arrested Walton in the middle of the fox-trot.

Walton, of Church Street Birmingham was jailed for a year.

9. Preliminary Analysis of Written Discourse: The Case of the Essay

If you inspect a written piece of prose only sentence by sentence, you can easily overlook how its parts work together. A better approach is to step back and view the overall essay rather than its separate parts, asking questions such as “Does the beginning mesh with the end?” “Does the essay wander?” “Has anything been left out?” In this way you can gauge how part relates to part and to the whole. It is strongly advisable to use the acronym *FACT* to guide this stage of your analysis.

F. Ask yourself whether the whole essay *FITS* together, presenting a central point for a specific audience. Has the essay delivered what the thesis statement promised? One should consider that certain essays include paragraphs, or even large sections, that have little bearing on the main point. Some others contain the kernels of several different essays. Furthermore, one section of an essay might be geared to one audience and another section to an entirely different audience. As you read each part, verify its connection to the purpose and audience of the essay. Do not hesitate, in a process of correction and evaluation, to chop out sections that do not fit, indicate stray parts that should be redone so they accord with the central idea, or study the thesis statement, particularly checking whether it reflects the supporting material.

A. Whenever you analyse an essay, you should consider if unwittingly some essential material could have been left out. As you revise, you need to identify these gaps. You should ask questions such as, “Where will the reader need more information or examples to understand the message of the essay?” Then, you can require the writer to *ADD* the appropriate parts which could be sentences, paragraphs, or even pages.

C. Some essays contain material that fits the thesis but does not contribute to the overall essay. Such flaws generally include repetition, display uninteresting or uninformative examples, and crank out whole paragraphs when one sentence would suffice. As you revise or analyse, you should advise the writer to *CUT* away this clutter with a free hand! Such paring can constitute a painful criticism to the writer, especially if s/he is left with a skimpy text, nevertheless, the message of the essay will emerge with much greater clarity. In sum, one can observe that revising or analysing an essay requires many recommendations of both adding and cutting.

T. Carefully, *TEST* the organization of the essay. The text should flow smoothly from point to point with clear transitions between the various ideas. Test the organization by outlining the major and minor points, then checking the results for logic and completeness. A special focus should be put on the logical progression and development of the whole essay. You should equally look for spots where connections between words are clarified, and thus readers are helped for better comprehension and interpretation.

Case Study. Exercise 3: Analyse the following paragraphs in terms of (i) linguistic structure and vocabulary and (ii) objectives.

A Difficult Economic Time

Inflation causes hard economic times. It is difficult to buy houses and cars because of high interest rates. In some areas, it is hard to find a place to live. Construction companies are not making plans to build new houses and apartment buildings in view of rising construction costs. The stores are full of products on sale, but many of them are luxuries which people do not need. In spite of the lower prices for these extras, necessities such as food, clothing, housing, and medicine cost more every day. People without jobs try to get employed. Regardless of their continuous searching, they are always told that no jobs exist. The results of these economic problems are terrible. Notwithstanding their carefully planned budgets, families have found themselves deeply in debt. Does all of this economic difficulty exist due to the government's lack of interest in the financial situation?

Adjusting to High Food Crisis

The cost of food is high. People have changed their eating and shopping habits. For example, they no longer buy as much meat. The price per pound has become extremely high. In its place, shoppers are selecting more fish. It is usually lower in price and even more nutritious. In addition, convenience in cooking, which had become very important to busy families, is now costing too much. People used to buy expensive frozen foods and meals in boxes. They are quickly and easily prepared. Now these same families are purchasing fresh fruit and vegetables and spending more time in the kitchen. These shoppers also plan their trips to the store very carefully by making lists and checking for sales in the newspaper. They get the most for their food dollar. Some of the changes have not been easy. However, the cost of food is a very big part of a family budget. People are willing to make adjustments in order to eat well.

Case Study. Exercise 4: Structured Paragraph: Using the paragraph below as your model, write a five-sentence paragraph contrasting your country with one of its neighbours. Your paragraph should use exactly the same structures as the model paragraph below.

Although the United States and Mexico are neighbours, they are different in many ways. Most Americans speak English, while most Mexicans speak Spanish. The United States has a highly developed industrial economy, whereas the Mexican economy is based on agriculture and the exploitation of natural resources. While the United States has been a world leader for many years, Mexico has just begun to be a power in international affairs.

In spite of these differences, these two countries continue to maintain a close cultural and economic relationship.

10. Dividing Information

The ability to divide information into meaningful groups is extremely important both as a way to organize and, more generally, as a way to focus thinking. We can simplify subjects by dividing them into parts; and once we have simplified or ordered them in this way, we can write about them clearly.

To divide information into logical groups, you must first see whether things which seem different, or unrelated, might in fact have something in common. There are several problems to keep in mind when dividing information. In a good division the categories will be Distinct, Balanced, and Limited.

First, the general ideas you use must truly separate the information into two or more groups. The groups must be distinct. Second, a good division is one which divides information into equally general groups, or balanced categories. One category would contain only one subject, whereas the other might contain a hundred. One would be too specific, the other too general. The division would not be balanced. Third, it is better to divide into a few general groups rather than into many specific ones (Jenkins, 1986).

Case Study. Exercise 5: Read the following passage carefully and then complete the exercises that follow it.

Reasons for Immigration to the United States

The United States is a nation that has been populated by immigrants from all over the world. Even the Native Americans, whose history here began approximately 20,000 years ago, originally came to this continent from Asia.

Immigration is often a confusing, frightening experience, so strong motivation is required for people to leave the lands where they have lived to come to a place about which they have little or no knowledge. There have been many factors that have led to individual decisions to immigrate, the most significant of which are religious freedom, political freedom, and economic opportunity. However, other people came here because they were forced to.

Many of the earliest immigrants of the colonial era came to this land with the hope that they would find the freedom to worship God as they wished. These groups included the English Puritans, who colonized Massachusetts, and the Society of Friends, who established themselves in Pennsylvania. For these and other groups, the freedom of choice

in religious worship, which is guaranteed in the Bill of Rights of the American Constitution, has held great promise.

The dream of political freedom, too, has long attracted many groups. During the long battle for the liberation and unification of the Italian Peninsula, for example, many of the fighters for unification, the most famous of whom was Giuseppe Garibaldi, who is known as the “Father of Italy,” came to the United States during the times when it would have been too dangerous for them to remain in Italy. Garibaldi lived on Staten Island, New York, for several years until he could safely return to Italy and complete his political mission. In more recent years, we have seen the arrival of hundreds of thousands of Hungarians, Cubans, Vietnamese, Laotians, and others who felt it necessary to leave some political system behind for a variety of reasons.

The most significant reason for immigration to the United States has been the dream of economic mobility. In the years following the American Civil War until 1920’s, when millions of people arrived in the United States, we saw that the majority were poor, illiterate Europeans. These people often came with the hope of finding jobs, saving money, and then returning to their native lands, where they would be able to live comfortably. In fact, thousands of Greeks and Italians did just that; nonetheless, many more decided to make their permanent homes here. Even though they very often had to spend long hours at hard, dirty jobs and they were often not accepted by more established ethnic groups, they found greater economic opportunity here than in the lands from which they had emigrated. Their determination and willingness to work hard helped build the United States.

In the eighteenth and nineteenth centuries, slavery was common in many parts of the world. The use of slave labour in building this country is a historical fact of which few Americans are proud nowadays. Nevertheless, it is true that thousands of Africans were forced to leave their homes and often their families behind them and come to the United States. The story of the immigrant experience that was forced upon the Africans is undoubtedly one the saddest chapters in American history.

Regardless of the original reasons for immigration, each group that has come to America has participated in its development. Without these valuable human resources, the United States would surely be a poorer country.

Reading Analysis: Discuss the following questions with your peers.

- (a) Which sentence expresses the main idea of the passage?
- (b) How is the main idea later divided in the passage?
- (c) Examine paragraphs 3, 4, and 5. What is the main idea of each paragraph? How many examples are given to support each main idea?
- (d) What is the conclusion of the passage? Does the conclusion simply restate the main idea, or does it add a new idea?

Outlining Exercise: In order to see the organization of the passage, write a topic outline of it.

Structured Paragraph 1: Rewrite the following paragraph using your own words.

People moving to a new country frequently continue to speak their own language. This phenomenon is called language loyalty, defined as the process of maintaining one's native language in a foreign country. Language loyalty is reinforced in a variety of ways. For example, children being taught the language of the new country at school continue to use their native language at home. Moreover, immigrants often try to live in ethnic neighbourhoods having been settled by those wishing to preserve their culture. Newspapers printed in the language and ethnic news and music programs offered on the radio are further signs of language loyalty.

Structured Paragraph 2: Instructions as above.

The Poles in America form a group that has tried to maintain its language and culture. Families who emigrated from Poland frequently established whole towns in the United States. Older members of the family, who had Polish churches, Polish grocery stores, and Polish organizations, did not need to learn English. Telephone books that were prepared for such areas had page after page of Polish surnames. Young Polish men and women, who had gone to school, church, and social events together, got married and brought the Polish language and culture to the next generation of Polish Americans. Nowadays people from various ethnic groups who wish to maintain their native language may study in bilingual education programs that are designed to teach English while encouraging native language maintenance.

11. Meaning through Context and Word Analysis

(a) The Kinds of Vocabulary: Before you study the ways to increase your vocabulary and capacity of vocabulary interpretation, you should understand what words your vocabulary includes. There are four kinds of vocabulary with which you deal. Two of them- your reading vocabulary and your listening vocabulary- are those which you use for understanding other people. They are called the *comprehension vocabulary*. You may know that such a sentence as "He was a voracious eater" means that he had a huge appetite or that such a sentence as "His ill-prepared and feeble effort was not a speech but rather a travesty on a speech" means that his attempt was an inferior imitation of a speech. Although these words are part of your comprehension vocabulary, they may not be part of your *use vocabulary*, which consists of the other kinds of vocabulary, the words you use in speaking and those you use in writing. You understand many more words than you use in your speaking and in writing.

(b) Context Clues to Meaning: You have learned many thousands of words by understanding their meaning from their *context*. The context is the words and sentences that surround the unfamiliar word. For example, suppose you read, "The astronomer focused the telescope on the planet Mars," and you do not know the word 'focused'. Your understanding of the words 'astronomer', 'telescope', and 'planet' gives you a strong clue to the meaning of 'focused': "brought together rays of light for a clear image." The

astronomer adjusted the telescope so that Mars could be seen clearly. Whether or not you are aware of it, all your life you will be acquiring words through the ear. Hence, one of the best ways to increase your comprehension vocabulary is to be an alert, attentive listener. Frequently the sense of the conversation, if you pay careful attention, will give you some idea of the meaning of the words you hear for the first time. Learning new words in this way is called getting the meaning from the context. In addition to listening, reading is a rich source of new words. Every issue of a daily newspaper, every magazine, and every book you read will have words that are new to you. Sometimes the written context- like the heard context- will help you get some idea of the meaning of a word.

(c) Common Clues to Meaning: Although a particular sentence may provide a clue to the meaning of a word in any number of ways, there are three types of clues to meaning that are extremely helpful.

Supplied Definitions: Often an author will use wording that is familiar and natural to him but that may not be clear to all of his readers. Anticipating this lack of familiarity, he will often add a definition for the sake of clarity. These definitions may be preceded by such expressions as *in other words* or *that is* or simply by a comma which introduces a synonym in apposition. For example, you may read that on a particular point the foreign policy of another nation is an “enigma, a puzzle.” From this you understand that the writer has first used the word “enigma,” then clarified his meaning by adding the more easily understood synonym “puzzle.” Sometimes full definitions are given in complete sentences. A science writer may mention *symbiosis* and then follow with a sentence like “Symbiosis is the more-or-less close and intimate association or union of dissimilar life forms.” In the following examples, the definitions or explanations are italicized and the words defined are in bold-face type.

He was told to avoid strong **condiments**, or *seasoning*, for his food.

Bob studied **ethnology**, that is, *the science dealing with the races of mankind*.

But James’s **forte**, or *strong point*, was not playing the piano.

The young divinity student usually takes a course in how to compose a **homily**, or *sermon*.

The candidate delivered a *long, bitter speech*- a regular **tirade**- against his opponent. (Here the explanation precedes the unfamiliar word.)

Words Used in Contrast: Often a writer wishes to show the whole range of his subject and does so by mentioning the extremes: “This action was praised from Maine to Hawaii, from Florida to Alaska.” Sometimes the writer will seek emphasis by using both positive and negative statements: “The room was not warm at all; rather, it was bitter cold.” Such balances of extremes and contrasts are clues to meaning.

Examples: There was nothing at all praiseworthy about his action; it was entirely **despicable** from start to finish. (*Despicable* is contrasted with *praiseworthy*. Since it is

preceded by the word *entirely*, it probably means something completely the opposite of ‘praiseworthy.’) He did not treat the proposal with his usual delay or hesitation; he accepted it with uncharacteristic **celerity**. (In this instance the modifiers *usual* and *uncharacteristic* help us to determine the meaning of the contrasted word *celerity*-swiftness or *speed* are possibilities.)

Words Similar in Meaning: Very frequently a word is used in a context that shows quite clearly what that word means. In the sentence “Her uncle’s *benevolence* was well known because of the generosity with which he contributed to charities,” it is easy to decide that *benevolence* means something like “kindly, generous actions.” Again, in the sentence, “They were naturally *solicitous* about the child’s health and were taking every precaution against the return of the disease.” You will find many sentences like these that will help you add to your vocabulary if you read them carefully and thoughtfully.

Case Study. Exercise 6. Give a brief definition to the italicized words in the following sentences using your own words, based on the context.

- (a) He was extremely *ingenuous*, not at all sophisticated.
- (b) Instead of being an expert, Smithers turned out to be a mere *dilettante*, a person who dabbled at music and art in a superficial way.
- (c) It is sometimes hard for us to imagine how life has changed in the past four hundred years; it would be a great *anachronism* to picture Columbus reading a daily paper.
- (d) In this lawsuit the parties had been acting entirely independently of each other and without knowledge of each other’s plans; they had not been acting in *collusion*.
- (e) The long vacation did not strengthen or invigorate him; instead it left him thoroughly *enervated*.
- (f) The *tortuous* passage through the cave was filled with all kinds of twists and turns.
- (g) Naturally, Jim, who was an attractive and pleasant boy to begin with, was viewed as a hero after his exploit, and he received a good deal of *adulation* from the girls.
- (h) You must play down his weak points instead of *accentuating* them.
- (i) A law should not be *immutable*; rather, it should be changed when the times and the people demand it.
- (j) Fifty years ago, the first-year high school student learned elementary Latin, world history, and the *rudiments* of geometry and trigonometry.

Exercise 7. The following passage, written by a naturalist, contains a variety of context clues. Study the whole passage and then write down your own definitions for the bolded words.

*The cliché often used for the forest is “cathedral-like.” The comparison is **inevitable**: the cool, dim light, the utter stillness, the massive grandeur of the trunks of forest giants, often supported by great buttresses and **interspersed** with the straight, clean columns of palms*

and smaller trees. Awe and wonder come easily in the forest, sometimes **exultation**-sometimes for a man alone there, fear. Here man needs his fellow man for **reassurance**. Alone, he has lost all significance. The rain forest is perhaps more truly a silent world than the sea. The wind scarcely **penetrates**; it is not only silent, it is still. All sound then gains a curiously **enhanced mystery**. A whistle, impossible to identify. But mostly silence. The silence becomes **infectious**. But more often I purposely **scuffled**, broke noisily through this forest where I didn't belong, tried to **advertise** my presence both to reassure myself and to warn the creatures of the forest that a stranger was there.

Exercise 8. Instructions as indicated above.

As for the Japanese, they sought for Chinese civilization at various times, and absorbed and **assimilated** it with skill, yet always managed to give the borrowed product a **distinctive** national individuality, until now and then it would have been difficult to assert that the teacher still remained more advanced than the pupil. Nevertheless, the flow of **diffusion** continued one-way. Whether it was coining money or drinking tea or printing books or a different Buddhist **sect** or a new style of painting landscapes, it was always China that **originated**, Japan that followed. The Japanese did exercise **option** about their acceptance, and simply rejected a good-sized series of Chinese traits. This does not mean that Japanese products and **devises** were invariably inferior. They could hardly all have been so and, assuredly were not. Essentially it was Chinese **self-sufficiency**, quiet **arrogance** about the superiority of their own culture, that prevented important return diffusion. Here, then, it was an attitude which was effective as a block; whereas the long **retardation** of Japan, like that of Britain was due primarily to its extreme marginal position.

Exercise 9. Find short definitions to the bolded words based on the clues you find in the context.

- (a) Instead of **ameliorating** it, this treatment seemed to make the disease worse.
- (b) To everybody's surprise, Jones did not object to the plan; instead, he **acquiesced** at once.
- (c) There is little good, **arable** land in these hilly areas, and very few colonists try to cultivate much of it.
- (d) Mr. Anderson was unpopular because he always tried to embarrass students with his sarcastic, **caustic** comments.
- (e) A feeling of tiredness and a series of aches in joints and muscles are likely to be **concomitants** of a severe head cold.
- (f) Obviously the child is trying hard; we should encourage him to continue instead of **disparaging** his unsuccessful efforts.
- (g) Her mother was very ill, her husband had just lost his position, the children were having their troubles at school, and Mrs. Roberts was naturally nervous and **distraught**.

- (h) *Like many other animals, human beings are essentially **gregarious**; they always like to band together and are usually afraid of solitude.*
- (i) *Several state departments of agriculture have cooperated with the federal government in drives to **extirpate** poison ivy and other harmful plants.*
- (j) *But even the ridiculously low price of one hundred dollars for the car **elicited** no offers from the crowd.*

(Warriner et al, nd.)

12. Genre Analysis and Paraphrase

Paraphrasing is expressing an author's ideas in your own words. In order to paraphrase completely, you must change both the grammar and the words of the author's statements. This is not easy to do, especially if you do not have a large vocabulary. You will look at relationships of ideas within sentences and learn how to express these relationships differently. Although the exercises will specifically guide you only in changing the grammar of the author's statements, you should also try to change the words whenever you can. In this way, you will gradually begin to paraphrase completely. On the other hand, do not confuse paraphrasing with summarizing. You use your own words in both, but in paraphrasing you include all of the original ideas, whereas in summarizing you include only the most important ones.

Case Study Paraphrase: Exercise 10. Read the following sentences carefully, being attentive to understand the relationship between connectors. Use a different connector in each blank.

- (a) Gabon is in Central Africa;, Senegal is in West Africa.
- (b) She is a highly qualified teacher;, she is a noted author.
- (c) He studied;, he failed the final exam.
- (d) That country imports too many goods;, its balance of trade is unfavourable.
- (e) They are studying four subjects;, they belong to several social organizations.
- (f) He could not pay his bills;, he asked the bank for a loan.
- (g) They are not well liked;, they are hated by almost everyone who knows them.
- (h) She wants to be alone;, we would visit her.
- (i) He was extremely well-trained;, he found an excellent job.
- (j) English is spoken in both the United States and Canada;, differences of vocabulary and pronunciation can be found in the two countries.

Exercise 11. Read the following pairs of sentences carefully to determine the type of relationship that exists between them, then combine the two sentences in only one sentence. Use a variety of conjunctions, sentence connectors, and subordinators.

- (a) Each language reflects the cultural viewpoint of the people who speak it. Different languages express ideas in different ways.
- (b) The British and the Americans have different cultures. They use different forms of English.
- (c) There are some differences between British and American English. They are the same basic language.
- (d) The vocabulary of British English is slightly different from that of American English. The two dialects spell some words differently.
- (e) Americans call long, thin, fried potatoes “French fries.” The British call these potatoes “chips.”
- (f) The British and Americans have identical cultures. They speak identical forms of English. (Be careful. The two sentences contain unreal information.)
- (g) The British and Americans speak in slightly different ways. They can understand each other.

Exercise 12. Paragraph Paraphrase. To paraphrase a whole paragraph, you must: (i) Read the paragraph carefully to comprehend the relationships between the ideas. (ii) Paraphrase these ideas in your own words.

Paragraph: A pidgin language is one that is created for use in emergencies such as war. It often uses the grammar of one language and the vocabulary of another. Since it exists only for the purpose of communication between two peoples during an emergency, it is a temporary language that disappears after the emergency ends.

Exercise 13. Write a sentence related to or restating the ideas of the following paragraphs. Do not copy directly from the paragraphs.

Passage 1. While. After. Two of which.....two of which. Unless.

Learning a language involves the acquisition of four skills: listening, speaking, reading, and writing. Of these, listening and reading are receptive; that is, we receive language when we listen or read. On the other hand, speaking and writing are productive; we must produce language to speak or write. Obviously, we must acquire receptive language capacities before we can acquire productive language skills.

Passage 2. Because. In spite of the fact that. Which. In contrast.

Proverbs are common sayings which people use to express cultural philosophies. They can be used to show a great deal about the culture of a people, for they indicate shared attitudes and values. For example, in a culture where time is very important, one can expect to find many proverbs about time. Similarly, a culture that values a strong family unit may have many proverbs that praise the gift of a family's love. Each culture has its own

proverbs; nonetheless, many cultures express similar ideas in their proverbs. After all, even though we have different cultures, we are all human beings.

Passage 3. This passage consists of two paragraphs. Connectors for paragraph one are: Or. Due to the fact that. As a result. Connectors for paragraph two are: On the other hand. On the contrary.

Not all language is verbal. Some of our communication occurs without words. We often use our entire bodies for communication. We may raise our eyebrows to indicate surprise. Perhaps we nod our heads emphatically to show that we firmly agree with something. There are hundreds of nonverbal signals that can be used to communicate. These signals are part of language, and they are governed by rules in the same way that our spoken language is. For this reason, people who speak different languages often use different nonverbal signals as well.

In addition to verbal communication and the type of nonverbal communication discussed above, there are other message systems that we use to communicate. When we speak to some people, we may stand very close to them, while we may stand far away from other people. Use of space, then, is a way we can communicate the relationship we feel with another person. The way we dress can also communicate for us. The person who wears messy jeans and a T-shirt communicates a different attitude from a person who wears neat pants and an attractive shirt. We can even use time to communicate. The person who is on time for an appointment shows a different attitude than the person who is an hour late does. Can you think of other message systems that we use?

Exercise 14. Read the following passage carefully and completely, then complete the Post-Paragraph questions.

The World's Food Crisis

People all over the world are concerned about the problem of hunger. Many individuals and religious, national, and international organizations have worked to eliminate the terrible problem. However, their efforts have met with only limited success. In Asia and Africa, for example, millions of people still fight a constant battle against starvation. However, the causes and solutions of the hunger problem are varied and complicated.

Agricultural production has always depended on weather conditions. Even in today's modern world, where great scientific advances are seen all over, humanity has not yet learned how to control or even influence the weather. The amount of rainfall is one very important factor that can cause agriculture to succeed or fail. Some countries have problems with floods; others suffer from the opposite condition: long periods of drought that leave the land dry, hard, and unproductive.

To increase food production, technology is needed, and the high cost of this technology is another problem for agriculture. Farm machinery is not cheap. Some machines cost thousands of dollars. The high price of oil also makes increasing agricultural production more expensive because oil is needed to operate machines to produce and transport food and to produce most of the fertilizers that can be used to improve the quality of the soil.

A third factor that causes the worldwide food crisis is the extremely rapid rate of population increase. World population continues to increase at a rate of population of nearly 100 million people a year; as a result, it is impossible for agricultural production to keep up with population growth. It has been predicted that if agricultural output is not greatly increased and the birth rate is not dramatically decreased, the situation will be even more disastrous in the near future.

In addition to, and perhaps more important than, the problem of producing enough food to feed the world population is the problem of distributing the food which is grown. Hunger would not necessarily exist, but not everyone has the money to buy the food required for an adequate diet. In some places, crops are permitted to rot in the fields because they cannot be sold at a profitable price; in other places, babies starve to death before their first birthday.

Many solutions have been suggested for the food problem. The three most important suggestions, distributing food more equitably, developing new farmland, and limiting population, are all very expensive and difficult. Other suggestions include convincing rich nations to consume less food, distributing land more efficiently and fairly, and developing new types of food that can be produced cheaply. All of these solutions would require more money, effort, and international cooperation than we have ever seen used for any project in the history of the world. We must hope that some of these solutions can be implemented anyway.

Post-Paragraph Questions.

- (a) Locate the main idea and underline it.
- (b) Locate the main points that support the main idea and underline them. How are they organized?
- (c) On a separate piece of paper, write a topic outline of the passage.
- (d) Use your topic outline as a basic plan for one-paragraph summary of the passage.

Exercise 15. Same instructions as the above exercise.

Regional and Social Varieties

The fact that people who speak the same language often do not speak the same way is obvious to us all, but how many of us can identify different language types? As an example, let us consider regional and social varieties of languages.

People from different regions within an area that shares a common language have different accents, and they often use different vocabulary and slang. These differences are known as regional varieties within a country, this language variation usually does not lead to social discrimination.

While languages vary from area to area, there are different varieties to be found within one area as well. Consider, for example, two people from Boston. One of them says, “I don’t have any money,” and the second one says, “I ain’t got no money.” These are varieties of the same language, but they are not based on geography. They are sometimes caused by differences in social class and degree of education; as a result, they are known as social varieties. Unlike speakers of regional varieties, speakers of social dialects often suffer from social discrimination.

Regional and social varieties exist in almost every major language, and they are only two of the almost unlimited forms which a language can have.

Exercise 16. Write a paraphrase of the text below, remember to change the form and vocabulary as much as possible while expressing the same basic ideas.

Differences between Arabic and English

Languages that belong to the same family, such as French and Spanish or Arabic and Hebrew, are more similar than languages which belong to different families, like English and Chinese. To see the degree to which languages from different families differ, let us consider some grammatical features of English and Arabic.

There are many surprising grammatical contrasts between English and Arabic. The most noticeable of these differences is in word order. In English, the basic word order in sentences is subject, verb, object. In Arabic, on the other hand, the order is verb, subject, object. Questions that can be answered with a yes or no are also formed differently in the two languages. In English, these questions are formed by changing the word order of a statement whereas in Arabic, the word order remains the same, but a small word which tells that a question is coming is added. A third difference is found in the construction of the possessive form. In English, a small, independent word is used to show possession, and it appears in front of the noun (e.g. my book). This is very different from Arabic, which attaches a small suffix to the end of the noun.

These are only some of the many differences found when Arabic and English are compared. You can’t imagine the problems an Arabic speaker has learning English- and vice versa!

13. Genre Analysis and Discourse Functions

One can observe that basically there are four main types of discourse functions, and each of them has special characteristics. The writer might use one or a combination of such functions, depending on the topic itself, purpose of writing, and the type of the audience.

(a) Narrative Function.

The narrative discourse is a story with complications or problematic events, and it tries to find the resolutions to solve the problems. An important part of the narrative discourse is the narrative mode, the set of methods used to communicate the narrative through a process of reporting and counting. Additionally, it is a type which is mostly used in storytelling and narrating certain events in a previous period of time. It consists of an account of series of related events, experiences, or the like whether true (episode, vignette, travelogue, memoir, autobiography, biography) or fictitious (fairy tale, fable, story, epic, legend novel). Essentially, it is a type of discourse that relies on stories, folklore and the like in which the narrator (writer or speaker) presents a series of events that identify the place of the story, the time, and who are the major or minor characters in that narrative style.

The narrator follows a process in which he applies all the aspects and characteristics in telling all the basic movements with regard to the chronological order of each element to make the reader or the hearer live the events as if they are in front of him/her. For example, Virginia Woolf's "Mrs. Dalloway" novel presents one of the best narrative style in her counting of a day of Clarissa Dalloway (the hero in the novel):

"What a lark! What a plunger! For so it always seemed to me when, with a little squeak of the hinges, which I can hear now, I burst open the French windows and plunged at Bourton into the open air. How fresh, how calm, stiller than this of course, the air was in the early morning, like the flap of a wave, the kiss of a wave, chill and sharp and yet (for a girl of eighteen as I then was) solemn, feeling as I did, standing there at the open window, that something awful was about to happen."

This is purely narrative, V. Woolf narrated and described the setting by using a series of specific adjectives. The novel addresses Clarissa's preparation for the party she will host that evening. With an interior perspective; the story travels forward and back in time, and out of the character's mind to construct an image of Clarissa's life and the inter-war social structure.

Characteristics of the Narrative Function:

- **First Person Character:** It is a mode of storytelling in which a narrator relays events from his/her (or their) own point of view using the first-person singular or plural. It may be narrated by the first person protagonist (or other focal character), first person re-teller, first person witness, or first person peripheral. In other words, a written or spoken

narrative discourse in the first person can be told by the main character, a less important character witnessing events, or a person retelling a story s/he was told by someone else.

- **Setting:** The setting is considered to be the fundamental component in the narrative discourse because it presents more details about the when time and the where place. This process helps to identify the social aspects of the events because it represents the writer's identity and culture. The setting is both the time and geographic location within a narrative, either fiction or nonfiction. In literary discourse, the setting is referred to as a story world or milieu to include a context, especially society beyond the immediate surroundings of the story. Elements of setting may include culture, historical period, geography, and time. Along with the plot, character, theme, and style. Looking at setting provides the reader with a way to contextualize the stories s/he reads from a variety of perspectives. Authors use setting to develop themes, employ symbols, or indicate a historical or cultural background. Setting offers basic information to help the reader negotiate the world of the story by paying attention to how the spaces in a story are presented and, therefore, one can constitute an idea about what is or will be important in the story.

- **Character:** The character may be real-life person (non-fictional) or not real (or fictional), and within this perspective a clear distinction of fictional versus real character should be made. Indeed, the study of a character requires an analysis of its relations with all of the other characters in the story. The individual status of a character is defined through the network of oppositions (pragmatic and linguistic) that it forms with other characters.

- **Plot:** The term plot highlights an important element which plays a significant role within the narrative function. The great novelist E. M. Foster describes plot as the cause and effect relationship between events in the story. It represents a sequence of events which necessarily affect each other. Plots can vary from simple structures such as in traditional ballads- to complex interwoven structures sometimes referred to as sub-plot.

- **Conflict:** Conflict refers to the different drives of the character or forces involved. It may be internal or external, that is, it may occur within a character's mind or between a character and external forces, or even points of view, yet conflict is more significant between two or more characters. Usually, they are called the protagonist and the antagonist which can take different forms. Conflict assumes an essential function which consists of motivating the reader and increase her/his interest to discover which of the characters or forces will prevail.

- **Resolution:** It indicates how the conflict in the narration is solved. The problem or crisis is resolved, either in happy ending or in sad (tragic) ending. The writer may let the door open for the readers as well as s/he might close it in accordance with her/his style in ending the narration.

In sum, the narrative generally achieves a social function, it is used to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to a climax and then turn into a solution to the problem. The narrator may write about some social phenomenon that s/he has experienced or observed, then s/he chooses either to write with a fictional or nonfictional style according to the factors he relays on in narrating.

(b) Descriptive Function.

A descriptive discourse aims at providing information and revealing a particular person, place, or object. The context is descriptive because the writer uses a lot of adjectives in order to constitute a clear image about the elements being described. An effective piece of descriptive writing should feel as if s/he is experiencing the events that are portrayed.

Characteristics of the Descriptive Function:

- It uses attributive and identifying processes, it indicates the objects that will be described, for example, the identification of a person by her/his name, place and date of birth.
- It uses adjectives and classifiers in nominal groups in order to modify the described elements, and to give more details about them.
- It is supposed that the writer is solely required to describe, therefore, s/he would use the simple present tense since the other tenses are not actually needed in such situation.
- It avoids the implication of personal feelings and emotions because it is factual, the writer cannot be subjective in this kind of function as long as it is intended to be an actual and objective description.
- It usually focuses on specific persons and objects that the matter of description.
- It tries to describe or explain some concepts, persons, or settings that are perceived to be unfamiliar to the readers.
- It employs different organizational or spatial methods. For example, a writer, in describing a building, may begin the description starting from the base of the building upwards (ground view). Another writer might prefer to start by describing from the top going downwards to the base of the building (aerial view).

In summary, the descriptive function provides more details about certain phenomena or issues. The writer focuses on describing each particularity to create a clear image of the concerned elements for the readers.

(c) The Persuasive Function.

This function is meant to convince the target audience to believe in some ideas or to do something. Persuasion involves the use of argumentation to convince another person to perform an act or accept the point of view desired by the persuader (Nippold, 2007). The writer tries to change the reader's mind by convincing the latter to agree with her/his opinion. It is more effectual than force. Persuasion is reflected in the assertion that underlines what it contradicts. This is an example of the persuasive function in discourse:

Online Communication is Preferable to Face-to-Face Communication. Discuss.

In today's world we find ourselves communicating more and more through online channels such as messaging, social media and video calls, often at the expense of face-to-

face dialogue. There are certain situations where online communication is unavoidable but others where we opt for virtual over real-life conversation. Which begs the question: is online communication preferable in today's world?

To begin with, I'd like to outline the advantages of online communication. One of the main arguments in its favour is that it opens up the possibility of communicating with people in different places around the globe. This has considerable benefits in the workplace as meetings can take place via videoconferencing between Stockholm, San Francisco and Shanghai without the need for time-consuming, exhausting long-haul business trips. Furthermore, it provides opportunities for long-distance families and friends to keep in touch on a daily basis. Another point is that written online communication gives us the option of responding either immediately or at a time that suits us as well as allowing us to edit and polish our message.

On the other hand, there are several significant drawbacks to over-reliance on online communication. Some experts are concerned that a lack of face-to-face interaction impedes the development of vital social skills such as emphasizing and reacting to situations in real time. Also, the very nature of conversation is different in the virtual world. If short snippets of dialogue embellished with emotions expressed on real faces, we're running the risk of losing the art of real conversation.

On balance, I believe that online communication brings an overall advantage in today's fast-paced, global society. However, we should take care not to overlook the benefits of engaging in face-to-face dialogue.

Top Tips for Writing a Persuasive Discourse:

- Use the correct structure: introduction, key points for, key points against, conclusion.
- Be objective. Give a balanced argument and make your overall opinion clear in the conclusion.
- Use neutral or formal language. Don't use emotional or informal language.
- Use suitable words or expressions to introduce, add, contrast and link ideas.
- Include examples to illustrate ideas.

Characteristics of the Persuasive Function:

- Argumentative analysis of the ideas implies to present and explain the issue with its details to convince the readers and, especially, propose logical reasons.
- Reciprocity: the obligation to give back what you have received from the others, yet the key is to be the first and to ensure that it personalized and unexpected.

- Scarcity: people want more of these things and it is not enough to tell people the benefits they all gain, one should also point out what is unique and what is they stand to lose.
- Authority: people will follow the lead of credible and knowledgeable experts. Moreover, signal to others exactly what makes you credible before you attempt at influencing them.
- Consistency: it is activated by looking for and asking for small initial commitments that can be made, once someone gives you a verbal or written commitment to do something, there is much higher chance they actually follow through with it.
- Liking: people prefer to say yes to those they like, but what causes a person to like another? It is looking for a reason of similarity that you share with others and genuine compliments.
- Consensus: people will look to the actions of others before determining their own.

On the whole, the argumentative discourse includes some evidence that are based on the sociocultural dimension or aspects of the writer. That is, the latter supports his points of view through the social norms. For example, when he talks about marriage, he uses claims from the surrounding environment and substantiate the issue through his community.

(d) The Argumentative Function.

It occurs when the writer presents logical reasons to convince the readers about the discussed topic. In fact, he sets all what is related to his perspective about the written or spoken subject in order to re-induce the target audiences with his point of view. The writer includes his view and brings all what is relevant to it. Besides, he follows a logical concatenation in stating the reasons based on the cognitive abilities of the readers. This may lead the readers to change their beliefs about the topic, based on the writer's arguments.

Characteristics of the Argumentative Function:

- Concise: be selective and effective in your choice of ideas.
- Precise: your arguments could get across if your vocabulary would be to the point with the use of connectors.
- Consistent: choose a view point and maintain it because contradictions should be avoided in the argumentation.
- Coherent: plan your writing and use paragraphs and connectors to link ideas.
- Cultured: evidence of your cultural awareness should be present, appropriate examples and make comparisons with other countries and cultures.

In conclusion, the function of argumentative discourse is to consolidate your assertions about a given topic. The art of argumentation is not an easy skill to acquire and requires commitment and practice. Many people might think that if one simply has an opinion, one can argue it successfully, yet these people are always surprised when others do not agree with them because their logic might seem credible.

Case Study: Discourse Functions. Exercise 17. Select from the text some words and/or expressions that determine the discourse function. Please, justify your choices. Type of discourse Nutrition.

Indian food has been popular in Britain since 1800, when it used to be served in coffee houses as well as in the home. Today, it is the most common foreign food served in Britain, followed by Chinese and Italian. But some people are surprised to hear that one of the most popular dishes in Britain is chicken tikka masala- a spicy Indian dish. The other surprise is that this is not a traditional Indian dish going back hundreds of years, but a fairly modern creation which was probably invented for customers in Indian restaurants in Britain.

Chicken tikka masala is made up of pieces of chicken cooked in an oven and served in a spicy sauce, but there are many different recipes for the sauce and the only ingredient that everyone agrees on is chicken. Various chefs have claimed that they invented the dish- people from India, Pakistan and also Britain. In 2009, one British politician said that it had first been made in Scotland.

One story about its origin goes back 5,000 years with the invention of the tandoor oven, which is a traditional way of cooking meat in India. Then, around 500 years ago, an emperor in Punjab, India, was annoyed about finding bones in his chicken so he ordered all his chefs to carefully remove them before roasting it in the oven. That dish became chicken tikka. However, most people agree that the sauce (masala) was invented around 50 years ago when large numbers of people came to live in Britain from India.

It certainly is popular, however, and we were told by one food expert that over 20 million customers were served this dish last year in Britain. He said there were about 10,000 Indian restaurants in the UK and that chicken tikka masala accounted for about 15 per cent of all dishes served. You can try to cook it for yourself, too. The internet has many recipes for it. But he warned- since no one agrees on the history of this dish, no two recipes will be the same!

Exercise 18. Instructions as above. Type of discourse Chemistry.

An Experiment

Preliminary.

The chemistry laboratory is a place where you will learn by observation what the behaviour of matter is. Forget preconceived notions about what is supposed to happen in a particular experiment. Follow directions carefully, and see what *actually does happen*. Be meticulous (very exact and careful) in recording the true observation even though you 'know' something else should happen. Ask yourself why the particular behaviour was observed. Consult your instructor (teacher) if necessary. In this way, you will develop your ability for critical scientific observation.

Experiment: Density of Solids.

The density of a substance is defined as its mass per unit volume. The most obvious way to determine the density of a solid is to weigh a sample of the solid and then find out the volume that the sample occupies. In this experiment, you will be supplied with variously shaped pieces of metal. You are asked to determine the density of each specimen and then, by comparison with a table of known densities, to identify the metal in each specimen. As shown in Table1, density is a characteristic property.

Table1. Densities of Some Common Metals, g/cc.

Aluminium	2.7
Lead	11.4
Magnesium	1.8
Tin	7.3
Zinc	7.1

Procedure.

Procure (obtain) an unknown specimen from your instructor. Weigh the sample accurately on an analytical balance.

Determine the volume of your specimen by measuring the appropriate dimensions. For example, for a cylinder sample, measure the diameter and length of the cylinder. Calculate the volume of the sample.

Determine the volume of your specimen directly by carefully sliding the specimen into a graduated cylinder containing a known volume of water. Make sure that no air bubbles are trapped. Note the total volume of the water and specimen.

Repeat with another unknown as directed by your instructor.

Exercise 19. Find in the following President Obama's speech the references to the United States historical events. Type of discourse Political.

This election had many stories that will be told for generations. But one that's on my mind tonight's about a woman who cast her ballot in Atlanta. She's a lot like the millions of others who stood in line to make their voice heard in this election except for one thing: Ann Nixon Cooper is 106 years old.

She was born just a generation past slavery; a time when where no cars on the road or planes in the sky; when someone like her couldn't vote for two reasons- because she was a woman and because of the colour of her skin.

And tonight, I think about all that she's seen and the progress; the times we were told that we can't, and the people who pressed on with that American creed. Yes, we can.

At a time when women's voices were silenced and their hopes dismissed, she lived to see them stand up and speak out and reach for the ballot. Yes, we can.

When there was despair in the dust bowl and depression across the land, she saw a nation conquer fear itself with a New Deal, new jobs, a new sense of common purpose. Yes, we can.

When the bombs fell on our harbour and tyranny threatened the world, she was there to witness a generation rise to greatness and a democracy was saved. Yes, we can.

She was there for the buses in Montgomery, the hoses in Birmingham, a bridge in Selma, and a preacher from Atlanta who told a people that "We Shall Overcome." Yes, we can.

A man touched down on the moon, a wall came down in Berlin, a world was connected by our own science and imagination.

And this year, in this election, she touched her finger to a screen, and cast her vote, because after 106 years in America, through the best of times and the darkest of hours, she knows how America can change.

Yes, we can.

Exercise 20. Interpretation. Medical Discourse. Read the following passage, looking for the main ideas. Then read the two summaries which follow it. Which one reflects the ideas of the passage more accurately?

Mothers of malformed children are at least twice as likely as mothers of normal children to have taken a tranquillizer during the first three months of pregnancy, according to several studies published in the past 18 months. Are the tranquillizers themselves

teratogenic or is there some other factor which both causes the malformations and makes the mothers anxious- thus leading to a greater likelihood of taking tranquillizers? There is no answer yet and the completely opposite government responses in the US and Britain show the different approaches of the two countries.

On 22 July 1976, the US Food and Drug Administration (FDA) announced that all minor tranquillizers would have to carry on the label in bold type face the strong warning that an increased risk of congenital malformation associated with the use of minor tranquillizers has been suggested in several studies 'and thus their use during the first trimester of pregnancy' should almost be avoided.

In Britain, the Department of Health (DHSS) responded by saying no change is needed in the present warning in the manufacturers' data sheets. This is not really a warning at all, containing the comforting information that 'no danger of teratogenic effects need be expected from therapeutic doses' of Librium or Valium. It then goes on to offer the standard note that 'nevertheless, the established medical principle of prescribing medicaments in early pregnancy only when absolutely indicated should be observed.' That this warning is frequently ignored is shown by a UK study which suggests that about three per cent of women are prescribed tranquillizers during the first trimester of pregnancy.

Summaries:

- (a) As a result of recent studies indicating that tranquillizers cause malformed children, the US Government has banned their use during the first three months of pregnancy. The British Government seems unaware of the danger.
- (b) Recent studies indicate that mothers who take tranquillizers in early pregnancy are more likely to have malformed children. It is not clear whether the tranquillizers actually cause the malformations. The American and British Governments have adopted rather different approaches to the problem.

Text Completion: This passage follows on the one above. Think of a suitable word to fill in each blank.

The way this danger has been assessed, and the..... taken, reflects a growing split between the US and..... on regulatory action. Because many suspected carcinogens and teratogens..... only a small percentage of the population, the data..... rarely be highly statistically significant. The US continues to..... Food and drug additives or require strong labels when..... data are only suggestive of a hazard. It then..... the onus on the manufacturer to prove safety..... which is..... very difficult and expensive. Thus the US has banned..... food colours and chloroform in medicines, both of which..... in use here. Like most other countries, Britain waits..... stronger evidence of a hazard, on the ground that..... acting too soon the US is needlessly forcing off..... market many useful products. The US response is that..... they are not needed-

the new tranquillizers label pointedly..... that use of these drugs is rarely a matter urgency. And it points to thalidomide banned early in.....US but only too late in Britain.

14. Text Analysis, Referring and Problem-Solving

Although students are often required to analyse the references and the proposed solutions in the text, they usually lack appropriate strategies for writing effective observations or are taught relatively inflexible strategies inappropriate to the genre they are reading. However, it has been demonstrated that form and content interact and provide useful scaffolding for identifying the macro-structure of a text. Some applications for research and pedagogy are described in the following.

Summarizing the references and the solutions in the text is a common strategy in reading, writing and talking, both within the second/foreign language classrooms and without. Yet few, if any, course books or manuals give practitioners adequate assistance for teaching academic analysis to ESL/EFL students or for studying and evaluating student analyses from different content areas once they have been written. The example below of a set of analysis and summary instructions is still quite typical:

- (a) Read the original text carefully.
- (b) Identify the controlling idea and the relationships among the supporting ideas.
- (c) Decide which examples are necessary for a clear understanding of the text.
- (d) Write a first sentence which includes the source of the summary and the controlling idea.
- (e) Indicate whether the author is uncertain of the facts or expressing personal opinions.
- (f) Avoid making comments about or adding information to text.
- (g) Make the summary one-fourth or one-third the length of the original.

All of these instructions are challenging for second/foreign language students; however, the second one is particularly difficult. Many students find it impossible to identify the controlling idea, or thesis, since in some texts this “idea” is implicit, or in the cases of the scientific texts, it may not be relevant. For students to be able to discover “the relationships among the supporting ideas,” they must understand the macrostructure of the text, the organizational scaffolding upon which the text content is constructed (Johns et al, 1997).

Case Study. Exercise 21. Read the following passage carefully and then complete the exercise that follows it.

Inflation

Before gold and silver were brought to Europe from the Spanish and Portuguese colonies in Latin America during the sixteenth century, inflation had not been a major problem. Since that time, however, inflation has been a significant economic issue, especially during and after wars.

Currently, in many countries of the world, people are facing problems caused by inflation, which is a decrease in the purchasing power of money because of continuous rises in the prices of available goods. There are two different kinds of inflation, each of which can affect people's lives.

When inflation is discussed, people generally refer to an increase in prices, wages, and the amount of money circulating in a country's economy. The most common type of inflation is called creeping inflation because there is a steady but manageable increase in the rate of inflation within a year.

Prices rise continuously, so that workers ask for higher wages to cover the increasing costs of housing, food, and transportation. Although such wage increases are inflationary, they are often unavoidable. As a result, a government may have to impose price and wage controls in order to control this type of inflation.

A less common type of inflation is called hyperinflation, which is usually due to war or occupation by a foreign country. During a period of hyperinflation, price levels double rapidly. Inasmuch as there is too much money available in the economy, the currency decreases in value, and people lose confidence in their government's financial competence. To win back the trust of the people, the government may create a new currency.

Regardless of the type of inflation that a country's economy is experiencing, inflation affects every individual in that society. In the United States, for example, many families could no longer afford to buy at today's prices the homes that they bought years ago. As long as the costs of food and entertainment continue to rise, people will be forced to modify their life-styles. People on fixed incomes such as pensions or scholarships have such serious financial problems that they cannot live decently, since their incomes do not keep up with the rate of inflation.

Until there is cooperation not only among individuals within any given country but also among the various governments of the world, inflation will continue to trouble many of us.

Reading Analysis. Discuss the following questions with your teacher and classmates.

- (a) Which sentence expresses the main idea of the passage?
- (b) How is the main idea later divided in the passage?

- (c) What type of grammatical structure helps you to understand the meaning of inflation and hyperinflation from the context? Does the same type of structure help you understand creeping inflation?
- (d) To what does the word 'this' refer in the phrase 'this type of inflation?'
- (e) How does the phrase 'such as pensions and scholarships' help you to understand the meaning of 'fixed incomes?' What are 'fixed incomes?'
- (f) What do the words 'not only.....but also' mean?

Exercise 22. The following readings are short passages that could appear in textbooks. Following each passage, there are two questions. Answer each question with a sentence that begins with "The author...."

Paragraph 1.

That children need to acquire appropriate social values and behaviours from their parents is obvious. However, it is debatable whether children should be raised in strict or permissive environments. It is an important question whether parents should use physical force or loving guidance in raising their children. It is possible that the use of physical force in disciplining children will teach them to be violent adults. That a total lack of firm discipline will allow the child to develop anti-social behaviours is also quite possible. It is probable that many successful parents use a combination of firm discipline and warm nurturance to socialize their children.

- (a) What are the two types of education?
- (b) What is the preferred kind of raising children according to the writer?

Paragraph 2.

Many people maintain that slavery was the issue that caused the American Civil War. Although the issue of slavery undoubtedly contributed to the hostility, the basic cause of the war was economic. The primarily agricultural South did not wish to remain economically dependent on the more industrialized North forever.

- (a) What does the author claim was not the cause of the American Civil War?
- (b) What does the author maintain was the main cause of the American Civil War?

Paragraph 3.

Our world is a system of connected parts. When one small change is implemented, it affects the whole system. Consequently, government programs should be analysed not only to see if they are advisable now, but also to evaluate the indirect effects they will have in the society and the world.

- (a) What does the author state about the structure of our world?
- (b) What does the author think is the best way to evaluate government programs?

Paragraph 4.

Before the establishment of any educational program, the needs and desires of the community to be served should be determined. If the people in the community do not want special programs, they will not accept or support them. The community must view an educational program as necessary and helpful if it is going to be a success.

- (a) What does the author say about the role of the community in educational planning?
- (b) What does the author believe is the key to success for an educational program?

Exercise 23. Read the following passage carefully. Then answer the questions that follow it, using the structures indicated in parentheses. Be careful to select the information from the paragraph that specifically answers each question. Try to use your own words in your answers.

Automation

Third World countries often mistakenly decide to permit rapid industrialization. When this industrialization occurs, many new factories open, and workers get jobs. Unfortunately, many of these new jobs are not permanent. The leaders of an industry want their factories to be as productive as possible, and they will do anything to achieve that goal. Whenever they can, they take advantage of automation, which means that workers are replaced by a more efficient machine. As a result, a worker trained for a specific factory job becomes unemployed, and the profits of the factory owners are maximized.

Many experts in Third World economics are concerned about rapid industrialization because it brings problems as well as progress. Citizens of these countries need jobs that will last, not jobs that are only temporary. In the opinion of these economists, the leaders of Third World countries should be aware of the dangers as well as the advantages of rapid industrialization.

- (a) According to the passage, what may be a serious mistake? (Abstract noun phrase)
- (b) According to the leaders of an industry, what is necessary? (Infinitive phrase)
- (c) What is automation? (Gerund phrase)
- (d) What do experts in Third World economics urge? (Infinitive phrase)

Exercise 24. Essay test questions.

Topic 1. Discuss the pros and cons of automation.

Topic 2. Some people think that universities should have more rules governing student behaviour. These rules would include curfews, dress codes, quiet study hours, etc. Others feel that it would be a violation of students' rights to have these kinds of restrictions. Write a composition discussing these two points of view about these types of rules.

Exercise 25. Speed Reading. Read the following passage. Some words do not make sense in the sentences in which they are placed. Find these words as quickly as you can, and underline them.

At least eight groups have looked at possible links between wooden tranquillizers and birth defects. In general, they are not comparable links because of widely varying procedures and definitions. For example, anywhere between 1 and 10 per cent of babies can be considered to have an abnormality. Perhaps the hardest abnormal problem is to find out if the woman actually took tranquillizers. Patients' memories are notoriously vague, especially after several months. For example, an Atlanta vague study (Lancet 2005, vol 2 p. 478) found that if mothers were simply asked what drugs they took in the first trimester of pregnancy, less than 1 per cent mentioned Valium. But if they were shown a card containing samples of several tranquillizers nearly 6 per cent picked out Valium as drug taken in that period. Doctors' prescribing records may seem more accurate, yet vague studies have shown that as few as one-quarter of patients actually take the pills the physicians prescribe.

Finally, there is the problem that different notorious groups looked at different tranquillizers. The biggest three most common groups are meprobamate (marketed in the US as Milltown, Equanil etc. but not commonly used in Britain), chlordiazepoxide (Librium) and secondly diazepam (Valium).

The best study so far is also the most frightening. Lucille Milkovich and Bea van der Berg studied all of the births in the Kaiser-Permanente Medical Care Program in Oakland, California between 1959 and 1966. Published in the New England Journal of Medicine (NEJM vol 291, p. 1268), it was prospective in that women were included as soon as they discovered that they were pregnant, and it covered 19044 live births Drug data are based on doctors' records.

15. Genre Analysis and Reading Comprehension

The emphasis in the reading activities is on the understanding of statements and factual information as presented in the reading passage. The questions are designed to develop such skills as:

- Scanning the text for detailed information.
- Skimming for ideas and themes.
- Recognizing relevant information.
- Summarizing information in tabulated form.
- Incorporating the learner's own knowledge in close reading.
- Understanding referencing devices which relate different parts of the text.

(Sandler et al, 1981)

Case Study. Comprehension of Economic Discourse. Exercise 26. Reading and Discussion.

Recruitment and Selection

When there is a vacancy in a company, it is the job of the Personnel Manager and his department to manage the recruitment of a new employee. One way an organization can find staff for job vacancies is to recruit in-company. Management can inform people of new appointments by means of the firm's notice board or news bulletin. Another possibility is to ask for recommendations from departmental managers and supervisors. If it is necessary to recruit outside the company, the personnel department may use commercial and government employment offices or consultants. It may prefer to put its own advertisement in a newspaper or magazine.

It is usual for an advertisement to give a short description of the job, conditions of work and salary, and to invite introductory letters from applicants. After studying these, management decides who receives an application form.

In order to assess the applications, managers can work from a personnel specification such as Rodger's Seven-Point Plan. They do not choose applicants who do not have a good profile. For this reason, it is important that the application form requests clear information about such things as the applicant's age, education, qualifications and work experience. It must also ask for references from other employers or people who know the applicant well. This information helps management to make a final decision on the number of applicants they can short-list for interview.

The staff who hold an interview together are called an interview 'panel'. It is important that they know what information they need to get from the applicants. This comes from a careful reading of job descriptions, personnel specifications, and applications. To help the panel in their selection, some companies use an interview assessment form. This is used by the panel during the interview when each applicant is checked under the same point on the form.

Many employers say that the success of a good business begins in the Personnel Manager's office.

Comprehension: The information for the exercises below can be either in the reading passage or deduced by the student.

(a) Complete the Table.

Job	By means of
Recruit staff in-company	(1) Firm's notice board. (2)... (3)...
Recruit staff outside of company	(1)...(2)...(3)...
Assess applications	.....
Check past performance of applicant	.....
Assess performance during interview	.....

(b) What is Rodger's Seven-Point Plan?

(c) What are the five points that the application form must request information about? Can you think of anymore?

(d) Complete the following table.

verb	noun	verb	Noun
apply	application	specify	.....
qualify	.....	.....	decision
.....	assessment	.....	description
refer	.....	.....	management
educate	.....	recruit	.....
.....	information	select	.....
advertise	.....		

Exercise 27. Write a summary (200 words) of Chomsky's answer to the question below.

Is racism something that's learned, or is it innately endowed?

Human nature and self-image

I don't think either of those is the right answer. There's no doubt that there's a rich, complex human nature. We're not rocks. Anybody sane knows that an awful lot about us is genetically determined, including aspects of our behaviour, our attitudes. That's not even a question among sane people.

When you go beyond that and ask what it is, you're entering into general ignorance. We know there's something about human nature that forces us to grow arms, not wings, and undergo puberty at roughly a certain age. And by now we know that acquisition of

language, growth of the visual system and so on, are part of human nature in fundamental respects.

When you get to cultural patterns, belief systems and the like, the guess of the next guy you meet at the bus stop is about as good as that of the best scientist. Nobody knows anything. People can rant about it if they like, but they basically know almost nothing.

In this particular area we can at best make some reasonable speculations. I think the one I've outlined may be a reasonable guess. It's not so much that racism is in our genes; what is in our genes is the need for protecting our self-image. It's probably in our nature to find a way to recast anything that we do in some way that makes it possible for us to live with it.

It's the same in the broader social sphere, where there are institutions functioning, and systems of oppression and domination. The people who are in control, who are harming others- those will construct justifications for themselves. They may do it in sophisticated ways or non-sophisticated ways, but they're going to do it. That much is in human nature. One of the consequences of that can turn out to be racism. It can turn out to be other things too.

Take the sophisticated ones. One of the intellectual gurus of the modern period in the United States was Reinhold Niebuhr. He was called the "theologian of the establishment." He was revered by the Kennedy liberal types, by people like George Kennan. He was considered a moral teacher of the contemporary generation.

It's interesting to look at why he was so revered. I went through his stuff once. (There was supposed to be a chapter about him in one of my books- but the publisher thought it would be too arcane for the audience, so I didn't include it.) The intellectual level is depressingly low- you can hardly keep a straight face.

But something made him appealing- his concept of the "paradox of grace." What it comes down to is this: No matter how much you try to do good, you're always going to do harm. Of course, he's an intellectual, so he had to dress it up with big words, but that's what it comes down to.

That's very appealing advice for people who are planning to enter a life of crime- to say, *no matter how much I try to do good, I'm always going to harm people. I can't get out of it.* It's a wonderful idea for a Mafia don. He can go ahead and do whatever he feels like. If he harms people, *Oh my God, the paradox of grace.*

That may well explain why Niebuhr was so appealing to American intellectuals in the post-World War II period. They were preparing to enter a life of major crime. They were going to be either the managers or the apologists for a period of global conquest.

Running the world is obviously going to entail enormous crimes. So they think, "Isn't it nice to have this doctrine behind us? Of course we're super benevolent and humane, but the paradox of grace....."

Again, if you're an intellectual, you dress it up and write articles about it. The mechanisms, however, are quite simple.

I suppose all of that is, if you like, part of our nature, but in such transparent way that we can't seriously call this a theory. Everybody knows from their own experience just about everything that's understood about human beings- how they act and why- if they stop to think about it. It's not quantum physics.

What about the so-called "competitive ethic?" Is there any evidence that we are naturally competitive? Many proponents of free market theory and market capitalism say you've got to give people the ability to compete- it's a natural thing.

There are certainly conditions under which people will compete, and there are also conditions under which people will cooperate. For example, take a family. Suppose that whoever is providing the money for the family loses his or her job, so they don't have enough food to eat.

The father is probably the strongest one in the family. Does he steal all the food and eat it, so all the kids starve? (I guess there are people who do that, but then you lock them up. There's a pathological defect there somewhere.) No, what you do is share.

Does that mean they're not competitive? No. It means that in *that* circumstance, they share. Those circumstances can extend quite broadly-for example, they can extend to the whole working class. That's what happens in periods of working class solidarity, when people struggle together to create unions and decent working conditions.

That's true of the United States, after all. Take a look at the Homestead strike a century ago (when Andrew Carnegie locked striking workers out of steel mill in Pennsylvania). That was a period of enormous ethnic rivalry and racism, directed mostly against Eastern European immigrants. But during that conflict they worked together. It's one of the few periods of real ethnic harmony. They worked together with Anglo-Saxon Americans and the Germans and the rest of them.

Let me tell you a personal story. I'm not particularly violent, but when I was in college, we had to take boxing. So the way we did it was to spar with a friend, wait until the thing was over and go home. But we were amazed to find that after doing this pushing around for a while, we really wanted to hurt that other guy, our best friend. We could feel it coming out- we wanted to kill each other.

Does that mean that the desire to kill people is innate? In certain circumstances that desire is going to come out, even if it's your best friend. There are circumstances under which this aspect of our personality will dominate. But there are other circumstances in which other aspects will dominate. If you want to create a humane world, you change the circumstances.

How crucial is social conditioning in all of this? Let's say you're a child growing up in Somalia today.

How about a child growing up two blocks from here in Cambridge? Just last summer a student at MIT was killed-knifed- by a couple of teenagers from the local high school. They were engaged in a sport that works like this: they walk around and find somebody walking the street. Then one of the teenagers is picked to knock the person down with a single blow. If he fails to do it, the other kids beat the kid who failed.

So they were walking along and saw this MIT student. The chosen kid knocked the student down with one blow. For unexplained reasons, they also knifed and killed him. The teenagers didn't see anything especially wrong with it. They walked off and went to a bar somewhere. They were later picked up by the police because somebody had seen them. They hadn't even tried to get away.

These kids are growing up in Cambridge- not in the wealthy sections, but probably in the slums. Those aren't Somali slums by any means, or even Dorchester slums, but surely kids in the more affluent suburbs wouldn't act like that.

Does that mean they're different genetically? No. There's something about the social conditions in which they're growing up that makes this acceptable behaviour, even natural behaviour. Anyone who has grown up in an urban area must be aware of this.

I can remember from childhood, that there were neighbourhood where if you went, you'd be beaten up. You weren't supposed to be there. The people who were doing it-kids- felt justified and righteous about it. They were defending their turf. What else did they have to defend?

Exercise 28. Same instructions as above. Noam Chomsky's views.

You've suggested that, to further democracy, people should be "seeking out authoritarian structures and challenging them, eliminating any form of absolute power and hierarchic power." How would that work in a family structure?

The Family

In any structure, including a family structure, there are various forms of authority. A patriarchal family may have very rigid authority, with the father setting rules that others adhere to, and in some cases even administering severe punishment if there's a violation of them.

There are other hierarchical relations among siblings, between the mother and father, gender relations, and so on. These all have to be questioned. Sometimes I think you'll find that there's a legitimate claim to authority- that is, the challenge to authority can sometimes be met. But the burden of proof is always on the authority.

So, for example, some form of control over children is justified. It's fair to prevent a child from putting his or her hand in the oven, say, or from running across the street in traffic.

It's proper to place clear bounds on children. They want them- they want to understand where they are in the world.

However, all of these things have to be done with sensitivity and with self-awareness and with the recognition that any authoritarian role, requires justification. It's never self-justifying.

When does a child get to the point where the parent doesn't need to provide authority?

I don't think there are formulas for this. For one thing, we don't have solid scientific knowledge and understanding of these things. A mixture of experience and intuition, plus a certain amount of study, yields a limited framework of understanding (about which people may certainly differ). And there are also plenty of individual differences.

So, I don't think there's a simple answer to that question. The growth of autonomy and self-control, and expansion of the range of legitimate choices, and the ability to exercise them- that's growing up.

Exercise 29. Instructions as above. Noam Chomsky's Views. Around the World.

Is Globalization Inevitable?

Germany has unemployment levels not seen there since 1933. Companies like Siemens and Bosch are closing down their German factories and moving overseas. You've commented on Daimler-Benz's operations in Alabama and BMW's in South Carolina.

German industry has been treating the US as a Third World country for several years. Wages are low here, benefits are poor and the states compete against each other to bribe foreign companies to relocate. German unions have been trying to join with American ones to work on this problem, which it hurts them both.

I suspect that the collapse of the Soviet empire has a lot to do with this. As was predictable, its main significance has been to return most of Eastern Europe to what it had been for five hundred years before- the original Third World. Areas that were part of the West- like the Czech Republic and western Poland- will end up resembling Western Europe, but most of Eastern Europe was submerged in deep Third World poverty, and they're going back to a kind of service role.

A while back; the *Financial Times* ran an article under the headline "Green Shoots in Communism's Ruins." The green shoots were Western European industrialists' ability to pay Eastern European labourers much less than they pay "pampered Western workers" with their "luxurious lifestyles" (as *Business Week* put it in another article).

Now they can get workers who are well-educated, because Communism did do a good job with that- even white and blue-eyed, though no one says that openly. They're also

pretty healthy- maybe not for long, because the healthcare systems are declining- but for a while, at least. And there's reasonable infrastructure.

Western companies typically insist on plenty of state protection, so when General Motors or VW invests in an auto plant in Poland or the Czech Republic, they insist on substantial market share, subsidies, protection, etc. – just as they do when they move into a Third World country or the US.

George Soros, the billionaire financier, has written several articles expressing his view that the spread of brutal global capitalism has replaced communism as the main threat to democratic societies.

It's not a new point. Working people 150 years ago were struggling against the rise of a system they saw as a great threat to their freedom, their rights and their culture. They were, of course, correct, and Soros is correct insofar as he reiterates that view.

On the other hand, he also makes the common assumption that the market system is spreading, which just isn't true. What's spreading is a kind of corporate mercantilism that's supported by- and crucially relies on- large-scale state power. Soros made his money by financial speculations that become possible when telecommunications innovations and the government's destruction of the Bretton Woods system (which regulated currencies and capital flow) allowed for very rapid transfers of capital. That isn't global capitalism.

As we sit here, the World Economic Forum is being held in Davos, Switzerland. It's a six-day meeting of political and corporate elites, with people like Bill Gates, John Welch of GE, Benjamin Netanyahu, Newt Gingrich and so on.

The companies represented at this forum do something like \$4.5 trillion worth of business a year. Do you think it's a significant event that we should pay attention to?

Sure, we should pay attention to it, but I frankly wouldn't expect anything to come out of it that's not pretty obvious. Whether or not there's anything serious being discussed there, what reaches us will be mostly vacuous rhetoric.

We should also pay attention to the Trilateral Commission, but when you read its reports, they're rather predictable. The only really interesting thing I've ever seen from them was their first book- not because they were saying anything new, but because they were saying it so openly.

It's unusual to see an almost hysterical fear of democracy and a call for repressive measures to combat it expressed so explicitly. I suspect that's why the book was taken off the market as soon as it got to be noticed. I don't think it was meant to be read beyond select circles.

The Trilateral Commission, the Council on Foreign Relations and the like reflect a kind of consensus among business power, government power and intellectuals who aren't too far out of line. (They try to bring in other elements too; for instance, John Sweeney, president of the AFL-CIO, was at the Davos conference. They'd very much like to co-opt

labour leadership, as they've done in the past.) There's plenty of evidence about what their views and goals are, and *why* they're their views and goals.

So you don't see any dark conspiracies at work in these organizations?

Having a forum in Switzerland would certainly be a pretty dumb way to plan a conspiracy.

I don't deny that there sometimes are conspiracies, by the way. In 1956, Britain, France and Israel planned an invasion of Egypt in secret. You can call that a conspiracy if you like, but it was really just a strategic alliance among huge power centres.

Admiral William Owens (former vice-chair of the Joint Chiefs of Staff) and Joseph Nye (former Clinton Defence Department official who is now dean of the Kennedy School at Harvard) predict that the 21st century will be "the US century" because the US dominates world media, the internet and telecommunications.

They also say that the US has an unrecognized "force multiplier" in its international diplomacy and actions, which comes from worldwide recognition of American democracy and free markets. They cite telecommunications and information technology, both textbook examples of how the public has been deluded into subsidizing private power.

The public assumes that risks and the costs, and is told it's defending itself against foreign enemies. That's supposed to be an illustration of democracy and markets. The delusion is so ingrained that nobody even comments on it.

Through Hollywood films and videos, TV and satellites, American culture is coming to dominate global culture.

When India began opening up its economy and American corporations were able to really start moving in, the first domain they took over was advertising. Very quickly, Indian advertising agencies became subsidiaries of big foreign ones, mostly based in the US.

The public relations industry has always aimed "to regiment the public mind every bit as much as an army regiments the bodies of its soldiers- in the case of India, to create a system of expectations and preferences that will lead them to prefer foreign commodities to domestic ones.

There's been some resistance to this in India- massive demonstrations around Kentucky Fried Chicken, for example.

That's true in many places, even within Europe. There are moves towards creating a common European popular culture, common media and so on, making society more homogenous and controlled, but there are also moves in exactly the opposite direction- towards regionalization and the reviving of individual cultures and languages. These two movements are going on side-by-side, all over the world.

The US has created a global culture, but it's also created resistance to it. It's no more an inevitable process than any of the others.

In the last couple of years, you've visited Australia, India, South America. What have you learned from your travels?

It's not hard to find out what's going on just sitting here in Boston.

But then you're just dealing with words on paper.

You're right- the colours become a lot more vivid when you actually see it. It's one thing to read the figures about poverty in India and another thing to actually see the slums in Bombay and see people living in hideous, indescribable poverty...and these are people who *have* jobs- they're manufacturing fancy leather clothes that sell on Madison Avenue and in shops in London and Paris.

It's a similar story throughout the world. But if you walk through downtown Boston, you'll also see appalling poverty. I've seen things in New York that are as horrifying as anything I've seen in the Third World.

Comparable to the *favelas* (shantytown slums) in Brazil?

It's hard to say "comparable." The poverty and suffering in Haiti or Rio de Janeiro or Bombay is well beyond what we have here- although we're moving in that direction. (As you know, black males in Harlem have roughly the same mortality rate as men in Bangladesh.)

But psychological effects are also crucially significant- how bad conditions seem depends on what else is around. If you're much poorer than other people in your society, that harms your health in delectable ways, even by gross measures like life expectancy.

So I'd say that there are parts of New York or Boston that are similar to what you find in the Third World. A Stone Age person could be very happy without a computer or a TV, and no doubt the people in the *favelas* live better than Stone Age people by a lot of measures- although they probably aren't as well-nourished or healthy.

But going back to your earlier point, seeing things first-hand gives them vividness and significance you don't get by reading, and you also discover a lot of things that are never written about- like the way popular struggles are dealing with problems.

How can we organize against globalization and the growing power of transnational cooperation?

It depends what time range you're thinking of. You read constantly that globalization is somehow inevitable. In the *New York Times*, Thomas Friedman mocks people who say there are ways to stop it.

According to him, it's not hawks and doves any more- there's a new dichotomy in the ideological system, between *integrationists*, who want to accelerate globalization, and *anti-integrationists*, who want to slow it down or modulate it. Within each group, there are those who believe in a safety net and those who believe people should be out on their own. That creates four categories.

He uses the Zapatistas as an example of the anti-integrationist pro-safety-net position, and Ross Perot as an example of the anti-integrationist anti-safety-net position, and dismisses them both as crazy. That leaves the two “sensible” positions, which are illustrated by Clinton (integrationist pro-safety-net) and Gingrich (integrationist anti-safety-net).

To test Friedman’s analysis, let’s look at Gingrich. To see if he represents maximization of free markets and undermining of safety nets, let’s ask if he opposed the Reagan administration when it carried out the most protectionist policies since the 1930s? Did he object when Lockheed, his favourite cash cow, got big public subsidies for its merger with Martin Marietta? Did he resist the closing off of American markets to Japan, so our automotive, steel and semiconductor industries could reconstruct?

As these questions make clear, Gingrich is not an integrationist. He simply wants globalization when it’s good for the people he’s paid to represent, and not when it isn’t.

What about safety nets? If he’s opposed to welfare dependency, then he should certainly be opposed to providing federal subsidies to his constituents. But, in fact, he’s a champion at bringing them home to his district.

So it’s easy to see that Friedman’s picture is mostly mythology. The fact that he can get away with it is the only interesting part of the story. The same is true of his belief that globalization is like a law of nature.

For one thing, in terms of gross measures like trade and investment flow (relative to the economy), globalization is more or less just getting back to where it was early in the century. (This is well known and has been pointed out in quite mainstream circles.)

There are also new factors. Capital flows are extremely fast and huge in scale. That’s the result of two things: the telecommunications revolution (which is largely just another gift of publicly developed technology to private businesses), and the decision, during the Nixon administration to break down the Bretton Woods system. But there’s nothing *inevitable* about either- especially not the particular forms they’ve taken.

Also remember that huge corporations depend very extensively on their own states. Every single one of the companies on the *Fortune 100* list of the largest transnational corporations has benefited from interventionist industrial policies on the part of the countries in which they’re based, and more than 20 wouldn’t have even survived if it weren’t for public bailouts.

About two-thirds of the international financial transactions take place within and between Europe, the US and Japan. In each of those places, parliamentary institutions are more or less functioning, and in none of them is there any danger of a military coup. That means it’s possible to control, modify and even eliminate the supposedly uncontrollable forces driving us towards a globalized economy, even without substantial institutional change.

16. Students' Preparation in an EMI Context: The Case of Economics

General Aims

Discourse in economics is presented in a graded series of readings and exercises designed to *prepare* a student for studying economics in the English language. Its primary aim is to facilitate reading, but it also provides practice in the kind of grammatical constructions and vocabulary which a student may expect to hear in his introductory lectures of economics. It is therefore useful whether a student requires English as a library language or as a full-time medium of instruction. The suggested tasks can help undergraduate students in an EMI context, students will particularly benefit from the exercises in appreciating the internal structure of English and the orientations of academic vocabulary. These students will appreciate the emphasis laid on rapid increase of vocabulary, and the punctuation and organization exercises which help in developing a logical arrangement of English on paper.

General students of economics who wish to acquire an understanding of their subject in English will find the comprehension material, and the presentation of diagrammatic material most useful for their purposes. One can observe that no exercise is irrelevant to the needs of any student who wishes to master the fundamentals of English as it relates to economics. It is assumed however that every prospective student has taken as a minimum a secondary school course in the English language (McArthur, 1984).

Case Study Exercises 30. Economic Activity.

Text A.

Most people work in order to earn their living. They produce goods and services. Goods are either produced on farms, like maize and milk, or in factories, like cars and paper. Services are provided by such things as schools, hospitals and shops. Some people provide goods; some provide services. For example, in the same garage, a man may buy a car, or he may buy some service which helps him to maintain his car. The work which people do is called their economic activity. Economic activities make up the economic system. The economic system is the sum-total of what people do and what they want. The work which people undertake either provides what they need or provides them with money. People buy essential commodities with money.

Exercises.

Here are some questions about the passage. Answer them.

- (a) Why do most people work?
- (b) What do they produce?
- (c) Where are goods produced?
- (d) What do schools, hospitals and shops provide?

- (e) What two different things can a man buy in, for example, a garage?
- (f) What do we call the work which people do?
- (g) What is an economic system the sum-total of?
- (h) What two things can work provide for the worker?
- (i) What can people buy with money?

Combine the following pairs of sentences in the following table.

Pairs of Sentences	Combinations
The goods are essential. They need the goods.	
The schools and hospitals are essential. They provide the schools and hospitals.	
The goods are valuable. He buys the goods.	
The money buys essential commodities. People earn this money.	
The goods and services are very useful. People produce these goods and services.	
The work is called economic activity. We do this work.	
The work provides them with money. People do this work.	
The economic activities make up the economic system. People undertake these economic activities.	

Text B.

Most people work to earn a living, and produce goods and services. Goods are either agricultural (like maize and milk) or manufactured (like cars and paper). Services are such things as education, medicine and commerce. Some people provide goods; some provide services. Other people provide both goods and services. For example, in the same garage a man may buy a car or some service which helps him to maintain his car.

The work people do is called economic activity. All economic activities together make up the economic system of a town, a city, a country or the world. Such an economic system is the sum-total of what people do and what they want. The work ^people undertake either provides what they need or provides the money with which they can buy essential commodities. Of course, most people hope to earn enough money to buy commodities and services which are non-essential but which provide some particular personal satisfaction, like toys for children, visits to the cinema and books.

Exercises

Say whether these statements are true (T) or false (F), and if they are false say why.

Statements	True	False	Justifications
Most people produce either goods or services.			
Services are either agricultural or manufactured.			
Education and medicine are provided by schools and hospitals.			
Cars and paper are agricultural goods.			
Paper is a non-agricultural commodity.			
The work which people do is called an economic system.			
A city has its own economic system.			
Economic activity is the sum-total of what people do and want.			
The work people undertake provides them with money, or with what they need.			
Most people do not want to buy non-essential commodities and services.			

In each of these sentences a word is missing. Provide a word from Text B.

- (a) Transport systems like railways, buses and aeroplanes provide the public with important.....
- (b) They told him to look at the.....and then do the exercises.
- (c) There is usually a lot of.....at any railway station or airport that handles a lot of traffic.
- (d) He decided to.....the work to make some money.
- (e) It was.....for him to go to the city as soon as possible.
- (f) They had.....money to buy most of the things they needed.
- (g) It was a.....matter and he did not wish to tell anyone else about it.

Below are 20 kinds of people. Ten of them produce goods; ten produce services. List in the table the people under goods and services.

People	Goods	Services
Cattle-breeder		
Pilot		
Shoemaker		
Horse-breeder		
Builder		
Coal-miner		
Teacher		
Steel worker		
Shopkeeper		
Electrician		
Musician		
Doctor		
Nurse		
Cook		
Policeman		
Farmer		
Banker		
Fruit-grower		
Fisherman		
Iron-ore miner		

Case Study. Economics Discourse. Exercise 31. Analyse the following passages in terms of objectives.

Passage 1.

Contracts

Renting apartments, enrolling in classes, or buying expensive items such as cars usually involves a contract. Not realizing that contracts are formal promises which cannot be broken, many people sign documents which they don't read or understand. Then, when trying to cancel purchases like dance lessons or record club membership, they are surprised to find out that they have made a legal commitment. Although they may be sorry that they have signed a contract, they should also realize that contracts exist for a good reason. It is considered a good business practice to use contracts. Having been written very carefully by lawyers, these contracts protect companies from customers who change their minds after having bought something. It is important to remember that, whenever signed properly, a sales contract becomes a serious legal obligation for the signer.

Passage 2.

Credit Cards

Credit cards serve many purposes. First, they make many large purchases possible. Due to the fact that they need several months to pay the total cost, customers almost always buy expensive items such as televisions and refrigerators with credit cards. In addition, credit cards are convenient. Since they do not want to carry a lot of money in their wallets, people can use their cards to make small purchases for which they don't have enough cash. Credit cards also help people keep financial records. For example, after they have charged gas or a prescription, they can save the receipt which they are given to show what they purchased and how much they spent. Finally, because they are used almost everywhere for identification, credit cards are necessary for cashing checks. When they are used and not abused, credit cards provide a practical alternative to cash.

Passage 3.

Recession

A recession occurs when there is a general downward movement in an economy. During a period of inflation, there is a great deal of money circulating, but during a recession, there is a sharp decrease in the amount of money available. This happens for many reasons. Not only do businesses cut down their production of consumer goods, but they also reduce the number of workers that they employ. This causes an increase in unemployment and, as a result, a decrease in family income. Everyone is affected. So unsure about their country's economic situation are people who have good jobs that they save their money instead of spending it. Governments contribute to the situation as well. Such high interest rates are set by the government that banks cannot make loans to individuals or to businesses.

A recession, which usually follows a period of severe inflation, changes people's attitudes towards money and companies' attitudes towards growth. No sooner do people adjust to receiving ever-increasing wages to pay for higher-priced consumer goods than they have to worry about losing their jobs and having no money at all. In addition, only if people are buying goods do factories need to increase production. Since the demand for their products has decreased, companies are afraid to expand or even to maintain their previous level of productivity. Rarely does a recession end quickly. The solution, which is simple to state but difficult to achieve, is to get businesses to increase their production and to encourage citizens to spend rather than save their money.

Passage 4.

Consumerism

The consumer protection movement started as a result of the growing number of problems faced by consumers for many years. The current interest in consumer protection began. The buyer was expected to look out for defects and dishonesty. He bought something. If he made a mistake, it was his responsibility, and nothing could be done about it. There were certain changes in technology and advertising. It became almost impossible for people to get the most for their money.

Task: Introduce in the paragraph the structures *before.....when* in the first sentence and *because of* in the fifth sentence.

Many large corporations offer products of similar quality at similar prices. The consumer is not able to make intelligent choices. A trip to the drugstore proves this point. A customer tries to find a tube of toothpaste. The customer sees an amazing number of possibilities to choose from. All of them offer different flavours, various protective chemicals, and many sizes to choose from. None of them are the same price. This situation is not the exception, but the rule. Most grocery stores also sell products which look similar. The customer cannot figure out the difference between them. In reality, the differences can be great.

Task: Introduce in the second paragraph the structures: *since* in the first and second sentences; *when* in the third and fourth sentences; *while* in the fifth and sixth sentences; *so...that* in the seventh and eighth sentences.

Technology has produced highly complicated products. Buyers do not have the technical knowledge to evaluate them adequately. Consider the difficulty of shopping for any machine. A person goes to the store. He wants to purchase an air-conditioning unit to cool his bedroom, for example. He knows that more than one type of unit exists. He is totally unprepared for the number of possibilities. He should know how to select the machine which uses the least electricity, doesn't make too much noise, and is the right size for his room. He will probably need help. Yet, many sales-person act. They don't know anything about the items in their department. The customer is left to make a decision without the necessary information.

Task: Introduce in the third paragraph the structures: *such...that* in the first and second sentences; *in order to* in the third and fourth sentences; *although* in the fifth and sixth sentences; *as though* in the seventh and eighth sentences.

Buyers cannot make free choices. Advertising persuades rather than informs future customers. For example, a new toy is shown on television. Children begin to beg their parents to buy it for them. Commercials are directed not only at children, but also at adults. Many products are presented. They would make all women more beautiful, all men more masculine, and all teenagers more popular. This advertising is very persuasive. People cannot resist buying things which they don't need or can't afford. They should realize that no product will make their lives perfect.

Task: Introduce in the fourth paragraph the structures: *as long as* in the first and second sentences; *as soon as* in the third and fourth sentences; *as if* in the fifth and sixth sentences; *due to...although* in the seventh and eighth sentences.

17. Genre Evaluation: Readings. For and Against

The following readings could be used to support opposite positions in the debate. The first argues that the problems which rapid growth in population will cause in the near future will

be unmanageable. The second argues that the rate of world population growth is already slowing down. This sample constitutes an exemplar for students to practice discursive argumentation in a given genre (Jenkins, 1986).

Global Population- A Glimpse into the Future

146 a minute, 8,700 an hour, 210,950 a day, and 77 million a year.

Those are the numbers by which the human race- now at 8,6 billion people- is expanding despite wars, starvation, birth control advances and overcrowding. Furthermore, recent studies suggest that little change in the pattern can be expected until next century. The implications of new population projections by the United Nations and the Population Reference Bureau are frightening.

By far the fastest expansion is occurring in the poor, less developed nations- the very places where food, housing, sanitation and economic opportunity are already in shortest supply. Africa's population for instance, could double in less than 25 years.

Based on present trends, the earliest that the world could expect zero growth (when deaths equal births) is the year 2040 at 9 billion people, say U.N. experts. The more likely year is 2110 at 12.5 billion. It is even possible the balance might not arrive until 2130 at more than 14 billion.

Social and political pressures are likely to increase as migrations to urban areas continue. Mexico City, already huge at 15 million, will have twice as many people by the year 2040, predicts the U.N. By the close of this century, more than half of the world's population will live in large cities.

Questions.

- (a) Are the statistics in this article from reliable sources? What are they?
- (b) Do the projections in this article take into account birth control programs?
- (c) According to this article, when will world population growth stop? What will the total population be at that time?
- (d) If the population doubles, what will life be like in areas which are already short of food, jobs, housing, and sanitation?
- (e) What social, political, and environmental problems will result from such rapid growth?
- (f) How might population growth increase conflict between groups and nations?

World Population Decline Documented

Last year Harvard University's Centre for Population Studies reported that the world's population growth rate has begun to decline and this year similar findings are reported by the World Fertility Survey. Population growth is declining in 14 of the 15 developing countries studied in the survey.

This conclusion was reached by comparing the number of children women 45 to 49 have had with the number of children all women in their reproductive years expect to have. In Costa Rica, for example, women aged 45-49 have had an average of 7.2 live births during their lives, but younger women are now expected to average only 3.8 births by the time they reach the same age. In Sri Lanka, women aged 45 to 49 had an average of 6.0 live births, but women of reproductive age are now expected to have only 3.4 births by the time they reach their late 40s, an equally sharp decline. Somewhat less dramatic drops can also be seen in South Korea, Fiji, Indonesia, Panama, Colombia, Malaysia and Thailand.

According to the survey, there are several reasons why the birth-rate is falling in these 14 countries. For one, women in the 14 countries are marrying later than they used to. For another, they are more interested than women of previous generations were in limiting the size of their families. In fact, a two-child family is even becoming the ideal for many of these women. A third reason that birth-rates are falling in these 14 countries is that more and more women of reproductive age are using modern methods of birth control. In fact, the degree of decline in the birth-rate seems to be closely related to the number of women using contraceptives. For instance, in Costa Rica, where the birth-rate has been reduced dramatically, 78 percent of the women are using contraception.

Questions.

- (a) Are the sources of the information in this article reliable?
- (b) Explain the method used in determining the decline in birth-rate.
- (c) Why is the birth-rate declining?
- (d) Does this article disprove the statistics in the preceding reading?

Case Study. For and Against Practice. Exercise 32. This exercise will give you practice discussing arguments in favour or in de-favour of a given issue. Read each passage very carefully. Then write a paragraph demonstrating the validity of one point of view or the other.

Passage 1.

A Difficult Economic Time

Inflation causes hard economic times. It is difficult to buy houses and cars because of high interest rates. In some areas, it is hard to find a place to live. Construction companies are not making plans to build new houses and apartment buildings in view of rising construction costs. The stores are full of products on sale, but many of them are luxuries which people don't need. In spite of the lower prices for these extras, necessities such as

food, clothing, housing, and medicine cost more every day. People without jobs try to get employment. Regardless of their continuous searching, they are always told that no jobs exist. The results of these economic problems are terrible. Notwithstanding their carefully planned budgets, families have found themselves deeply in debt. Does all of this economic difficulty exist due to the government's lack of interest in the financial situation?

Passage 2.

Read the letter below carefully, then write a paragraph discussing the justifications put forward for the refusal of the request.

Universal Loan Corporation

4100 Connecticut Avenue

Washington, D.C. 20092

June 16, 2024

Mr. Robert Brown

6281 Glenwood Road

Washington, D.C. 20056

Dear Mr. Brown:

We have reviewed your application for a car loan. In spite of the fact that we wish to honour your request, we are unable to do so. We have examined your financial situation very carefully, and we find that you do not qualify for a loan.

Our company has always tried to help students like you because we believe strongly that young people should own the car of their dreams. However, we don't feel that you have enough income to make the monthly payments even though your scholarship is generous. Please apply again when you have a job or other source of income. Although we have rejected this application, we would like to give you a loan as soon as you qualify.

Sincerely,

Elizabeth Martin

Elizabeth Martin

Loan Application Manager

Passage 3.

Read the passage below very carefully, then write a paragraph discussing the advantages and drawbacks of using chemical or organic farming.

Chemical and Organic Farming

Vegetables may be grown either chemically or organically. Farmers who take advantage of the advances in science can grow bigger vegetables more quickly. Having been trained to adapt chemistry to agriculture, they add fertilizers to the soil and spray insecticides on plants. When they are asked to defend their use of chemicals, these farmers point to the dramatic results achieved with these substances.

On the other hand, some farmers, who believe that chemicals are dangerous, do not use them. Instead, they use only natural, or organic, products. They think that people can become sick or perhaps even die after having eaten, chemically grown vegetables for many years. Furthermore, in spite of their quick growth, chemically produced vegetables do not taste very good to many people. Thus, they prefer to avoid chemicals in order to promote good health and nutrition.

Most grocery stores do not give customers the opportunity to choose between chemically grown vegetables and organically grown vegetables. They sell only vegetables grown with the help of artificial substances. People shopping there choose vegetables because of their perfect appearance. However, they should remember that these products are bigger and look prettier because they have been treated with chemicals. Scientists have improved agricultural technology greatly, but organic farmers think that their vegetables taste more delicious and are better for the consumer.

Passage 4.

Read the passage carefully, then write a paragraph advocating the best customers' strategies to adjust to high food prices.

Adjusting to High Food Prices

The cost of food is high. People have changed their eating and shopping habits. For example, they no longer buy as much meat. The price per pound has become extremely high. In its place, shoppers are selecting more fish. It is usually lower in price and even more nutritious. In addition, convenience in cooking, which had become very important to busy families, is now costing too much. People used to buy expensive frozen foods and meals in boxes. They are quickly and easily prepared. Now these same families are purchasing fresh fruit and vegetables and spending more time in the kitchen. These shoppers also plan their trips to the store very carefully by making lists and checking for sales in the newspaper. They get the most for their food dollars. Some of the changes have

not been easy. However, the cost of food is a very big part of a family's budget. People are willing to make adjustments in order to eat well.

Passage 5.

Read the passage very carefully, then write a personal paragraph discussing the advantages and disadvantages of labour unions.

Advantages and Disadvantages of Labour Unions

Labour unions play a very significant role in many countries; nevertheless, there are as many disadvantages as there are advantages to their existence. Unions fight for the rights of all their members. Many workers, such as secretaries, domestic workers, and part-time employees, are not unionized. Unions always try to get higher wages, better working conditions, and pension and medical insurance programs. These benefits improve the quality of employees' lives. They cause an increase in prices and make inflation worse. Some unions have become strong enough to fight even the largest corporations. However, leaders of some of these unions have become corrupt and abused their power. They have promised to use the union's money to fight for the workers. One of the worst problems is that union activities frequently affect in undesirable ways people who do not belong to unions. Union leaders believe that all of their efforts are good because they help their members in the end. Unions frequently go on long, costly strikes that hurt innocent people.

Passage 6.

Using the passage below as your model, write a five-sentence paragraph contrasting your country with one of its neighbours. Your paragraph should use exactly the same structures as the provided model paragraph.

Although the United States and Mexico are neighbours, they are different in many ways. Most Americans speak English, while most Mexicans speak Spanish. The United States has a highly developed industrial economy, whereas the Mexican economy is based on agriculture and the exploitation of natural resources. While the United States has been a world leader for many years, Mexico has just begun to be a power in international affairs. In spite of these differences, these two countries continue to maintain a close cultural and economic relationship.

18. Text Interpretation

Markers of various kinds, i.e. the linguistic signals of semantic and discourse functions (e.g. in English the –ed on the verb is a marker of past tense), are very much concerned with the *surface* of the text. Cohesive markers are no exception: they create links across sentence boundaries and pair and chain together items that are related. But reading a text is far more complex than that: we have to interpret the ties and make sense of them. Making sense of a text is an act of *interpretation* that depends as much on what we as readers bring to a text as what the author puts into it. Interpretation can be seen as a set of *procedures* and the approach to the analysis of texts that emphasizes the mental activities involved in interpretation can be broadly called *procedural*. Procedural approaches emphasize the role of the reader in actively building the world of the text, based on his/her experience of the world and how states and events are characteristically manifested in it. The reader has to activate such knowledge, make inferences and constantly assess his/her interpretation in the light of the situation and the aims and goals of the text as the reader perceives them (McCarthy, 2000).

Case Study. Text Interpretation of different types of genre. Exercise 33: Make a personal interpretation in terms of goals and mental activities of the following passages.

Passage 1.

The Nature and Goals of Development

Development is an important issue in today's world. Many believe that if the developed nations had not colonized other countries, there would not be such a wide gap between rich and poor nations today. There are also those who maintain that the developing nations could be in a more favourable position today if their governments and systems of distribution were more egalitarian.

It is clear to all of us, though there is a need for greater international cooperation if we hope to distribute the world's wealth more equitably so that all human beings can live in dignity. If we want to begin to solve the conflict between rich and poor, we will have to examine existing systems and ask many important questions, the most basic of which are, "What is development?" and, "How can development be achieved?"

In general, development refers to the process through which a nation passes to achieve modernization and industrialization. It is a process leading to a goal, and both the process and the result are called development. If we accept this definition of development, we must also accept the fact that there are many definitions for modernization and industrialization.

The most widespread theory of development has been the traditional economic view. In this view, the goals are maximization of profit and a rapid rise in the Gross National Product (GNP). Traditional economists believe that these goals would be reached if

investment were increased, if resources were efficiently used, if business skills were improved, and if Western technology were utilized. Furthermore, they believe that if business improved, then the benefits would trickle down through the economic classes so that even the poorest people would be affected.

Often the result of a higher GNP was the gap between the rich and the poor widened; the rich became richer, while the poor became poorer. Therefore, new theorists believe that economists should have considered more than domestic economic factors within each developing country when making development plans.

The new theorists, who support a basic human needs theory, believe that each country must be seen within the international economic order and that development must be viewed qualitatively, not just quantitatively. They believe that, regardless of increases in the GNP, we have not succeeded in development unless the situation of the poorest people has improved as a result of development projects. They argue that development plans must consider not only economic goals, but social, cultural, and human goals as well.

In general, there is agreement that all people should share in the world's wealth. If we want to make this a reality, we must agree on the best approach to follow. Then we can fight the battle against poverty in a systematic, effective way.

Passage 2.

Problems in Family Planning

Population growth is closely connected to all areas of development because a rapidly increasing population makes great demands on the resources and economy of any country. In fact, if the world's population continues to increase, there be severe shortages of food, housing, and other basic necessities. Many people now believe that effective family planning programs must be established if we hope to control population growth and avoid food shortages.

Establishing national family planning programs is often difficult for many reasons. If a government wants to establish a successful birth control program, it should consider cultural attitudes, and religious beliefs of people. In some societies, people view large families as necessary for economic survival. Therefore, governments must consider whether their citizens will use birth control if they believe that having many children is important to their welfare. Religious beliefs and traditions also have a great effect on family planning programs. If the religion of the people forbids the use of birth control, family planning programs would not be easy to implement.

Family planning programs have met with varying degrees of success in different countries. In the past, we saw that family planning programs were highly unpopular if they would utilize forced methods of sterilization. Other birth control programs would have

been more successful if they had emphasized education, and health care for family members. Now we know that if citizens participate in the planning and implementation of a program it will be more widely accepted.

Passage 3.

The Generation Gap

The generation gap, which can be found in many societies around the world, is often more noticeable in countries experiencing a rapid industrialization. In these societies, it is easy to find children who are much better educated than their parents. These children often feel that their parents are old-fashioned and that they would be more modern had they received better educations. They may even feel burdened by familial pressure to live according to traditional rules and values despite a world of change outside the home. They believe that their parents would be more likely to change their traditional point of view were they more aware of the changing pressures of modern living.

On the other hand, the parents may reject all the ideas of their children, pointing out that tradition have existed for centuries and should be maintained. Should conflicts occur within the family, the parents will usually conclude that they are caused by the modern attitudes of the children, who have lost respect for the traditional values of the society.

Passage 4.

Rate of Urbanization

One of the major problems in many developing countries is the rapid rate of urbanization. Because people from rural areas believe that they will find better economic opportunities and social services in the cities, they are migrating to already crowded urban centres at a very rapid pace. Most governments in developing countries have not yet succeeded in developing programs that encourage people to remain in rural areas.

Passage 5.

Use of Labour Force

In efforts for modernization, many countries encourage the establishment of sophisticated, high-technology industries. Unfortunately, these industries are often highly dependent upon machines and they often worsen problems of unemployment. The establishment of smaller, local industries that employ many workers would have enabled many countries to take advantage of one of their major resources- a plentiful labour supply.

Passage 6.

Patterns of Consumption

For many years, people have believed that the best way for developing nations to develop was to imitate developed countries, particularly in patterns of consumption. Creating a demand for nonessential goods like private cars, make up, or records often encourages importation of these luxuries. As demand for these goods increases, balance of trade problems become more serious because the country begins to spend more on imports than it earns on exports.

Passage 7.

The Eve of Destruction

To ask what the future is likely to bring, a reasonable stance might be to try to look at the human species from the outside. So imagine that you're an extra-terrestrial observer who is trying to take a neutral stance and figure out what's happening here, or, for that matter, imagine you're a historian a hundred years from now- assuming there are any historians a hundred years from now, which is not obvious- and you're looking back at what's happening today. You'd see something quite remarkable.

For the first time in the history of the human species, we have clearly developed the capacity to destroy ourselves. That's been true since 1945. It's now being finally recognized that there are more long-term processes like environmental destruction leading in the same direction- maybe not to total destruction, but at least to the destruction of the capacity for a decent existence.

And there are other dangers, like pandemics, which have to do with globalization and interaction. So there are processes underway and institutions right in place, like nuclear weapons systems, which could lead to a serious blow to, or maybe termination of, an organized existence.

How to Destroy a Planet without Really Trying?

The question is: What are people doing about it? None of this is a secret. It's all perfectly open. In fact, you have to make an effort not to see it. And there has been a range of reactions. There are those who are trying hard to do something about these threats, and others who are acting to escalate them. If you, this future historian or extra-terrestrial observer, looked at who is in each group, you would see something strange indeed: those trying to mitigate or overcome these threats are the least developed societies- the indigenous populations, or the remnants of them; tribal societies; and first nations in

Canada. They're not talking about nuclear war but environmental disaster, and they're really trying to do something about it.

In fact, all over the world- Australia, India, South America- there are battles going on, sometimes wars. In India, it's a major war over direct environmental destruction, with tribal societies trying to resist resource-extraction operations that are extremely harmful locally but also in their general consequences. Venezuela President Hugo Chavez, who died recently, and who was the object of mockery, insult, and hatred throughout the Western world, attended a session of the UN General Assembly a few years ago where he elicited all sorts of ridicule for calling George W. Bush a "devil." He also gave a speech there that was quite interesting. Venezuela is a major oil producer; oil is practically their whole gross domestic product. In his speech, Chavez warned of the dangers of the overuse of fossil fuels and urged producer and consumer countries to get together and try to work out ways to reduce fossil-fuel use.

And that's pretty much the case everywhere. Admittedly, when it comes to alternative energy development, Europe's doing something. Meanwhile, the United States, the richest and most powerful country in world history, is the only nation among perhaps a hundred relevant ones that doesn't have a national policy for restricting the use of fossil fuels, that doesn't even have renewable energy targets. It's not because the population doesn't want it; Americans are pretty close to the international norm in their concern about global warming. It's institutional structures that block change. Business interests don't want it, and they're overwhelmingly powerful in determining policy, so you get a big gap between opinion and policy on lots of issues, including this one. The other issue is nuclear war. It's been known for a long time that if there were to be a first strike by a major power, even with no retaliation, it would probably destroy civilization just because of the nuclear-winter consequences that would follow. You can read about it in the *Bulletin of the Atomic Scientists*, it's well understood. So the danger has always been a lot worse than we thought it was (Chomsky, 2017).

Passage 8.

Israel-Palestine: The Real Options

On July 13, 2013, former Shin Bet chief Yuval Diskin issued a dire warning to the government of Israel: either it would reach some kind of two-state settlement or there would be a "shift to a nearly inevitable outcome of the one remaining reality- a state 'from the sea to the river'." The near-inevitable outcome, "one state for two nations," will pose "an immediate existential threat of the erasure of the identity of Israel as a Jewish and democratic state," which would soon have a Palestinian Arab majority.

On similar grounds, in Britain's leading journal of international affairs two prominent Middle East specialists, Clive Jones and Beverly Milton-Edwards, write that "if Israel wishes to be both Jewish and democratic," it must embrace "the two-state solution."

It is easy to cite many other examples, but unnecessary, because it is assumed almost universally that there are two options for mandatory Palestine: either two states- Palestinian and Jewish-democratic- or one state "from the sea to the river." Israeli commentators express concern about the "demographic problem": too many Palestinians in a Jewish state. Many Palestinians and their advocates support the "one-state solution," anticipating a civil-rights, anti-apartheid struggle that will lead to secular democracy. Other analysts also consistently pose the options in similar terms.

This analysis is almost universal, but crucially flawed. There is a third option- namely, the option that Israel is pursuing with constant U.S. support- and this third option is the only realistic alternative to the two-state settlement.

It makes sense, in my opinion, to contemplate a future binational secular democracy in the former Palestine, from the sea to the river. For what it's worth, that is what I have advocated for seventy years. But I stress "advocated." Advocacy, as distinct from mere proposal, requires sketching a path from here to there. The forms of true advocacy have changed with shifting circumstances. Since the mid-1970s, when Palestinian national rights became a salient issue, the only plausible form of advocacy has been as a staged process beginning with a two-state settlement. No other path has been suggested that has even a remote chance of success. Proposing a binational ("one state") settlement without moving on to advocacy in effect provides support for the third option, the realistic one taking shape before our eyes. Israel is systematically extending plans that were sketched and initiated shortly after the 1967 war, and institutionalized more fully with the accession to power of Menachem Begin's Likud party a decade later.

The first step was to create what Yonatan Mendel has called "a disturbing new city" still named "Jerusalem" but extending far beyond historic Jerusalem, incorporating dozens of Palestinian villages and surrounding lands, and now designated as a Jewish city and the capital of Israel. All of this is in direct violation of explicit Security Council orders. A corridor to the east of this new Greater Jerusalem incorporates the town of Ma'aleh Adumim (established in the 1970s but built primarily after the 1993 Oslo Accords), with lands reaching virtually to Jericho, thus effectively bisecting the West Bank. Corridors to the north incorporating the settler towns of Ariel and Kedumim further divide what is to remain under some degree of Palestinian control.

Meanwhile, Israel is incorporating the territory on the Israeli side of the illegal "separation wall" (in reality an annexation wall), taking arable land and water resources and many villages, strangling the town of Qalqilya, and separating Palestinian villages from their fields. Israel is also taking over the Jordan Valley, thus fully imprisoning the cantons that remain. Huge infrastructure projects link settlers to Israel's urban centres, ensuring that they will see no Palestinians. Following a traditional neo-colonial model, a modern centre

remains for Palestinian elites in Ramallah, while the remainder of the population mostly languishes.

There are regular expulsions of Palestinians. In the Jordan Valley alone, the population has been reduced from three hundred thousand in 1967 to sixty thousand today, and similar processes are under way elsewhere. Following policies that go back a century, each action is limited in scope so as not to arouse too much international attention, but they have a cumulative effect and intent that are quite clear.

Furthermore, ever since the Oslo Accords declared that Gaza and the West Bank are an indivisible unity, the U.S.-Israeli duo have been committed to separating the two regions. One significant effect is to ensure that any limited Palestinian entity will have no access to the outside world.

The United States and Israel call for negotiations without preconditions. Commentary in both countries and elsewhere in the West typically claims that the Palestinians are imposing such preconditions and so hampering the “peace process.” In reality, it is the United States and Israel that insist upon crucial preconditions. The first is that negotiations must be mediated by the United States, whereas any authentic negotiations would, of course, have to be in the hands of some neutral state with a degree of international respect. The second precondition is that illegal settlement expansion must be allowed to continue, as has happened without a break during the twenty years following the Oslo Accords.

The same is true of any negotiations that may take place in Washington or take place elsewhere overseen by Washington. Given these preconditions, little can be achieved other than letting Israel carry forward its project of taking over whatever it finds valuable in the West Bank and the Syrian Golan Heights, annexed in violation of Security Council orders, while maintaining the siege of Gaza. One can, of course, hope for better, but it is hard to be optimistic. As long as the United States and Israel persist in their rejectionist stance, blocking the international consensus on a two-state settlement, there will be no regional security arrangements, hence no moves toward establishing a nuclear weapons-free zone and mitigating, perhaps even ending, what the United States and Israel claim to be the gravest threat to peace- at least to do so in the most obvious and far-reaching way (Chomsky, 2017).

Conclusion

In conclusion, in genre analysis the whole of the data should be describable; the descriptive system should be comprehensive. Moreover, the assigned objectives in the acts of communication, whatever the genre, should be clearly identified and analysed. The basic notions of linguistic structure together with the sociocultural components constitute the valuable check that the genre analyst should constantly take into consideration in any kind of investigation. Lastly, the pedagogical function of genre analysis is equally crucial in the development of students’ foreign language proficiency, especially in terms of discursive strategies and cultural awareness.

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Chapter Two: Context and Discourse Studies.

Objectives of the Second Chapter.

By the end of the chapter, learners will be able to:

- (a) Define context within discourse studies and explain its importance in interpreting genre.
- (b) Explain how contextual structure shapes meaning construction in discourse.
- (c) Identify key components such as participants, setting, purpose, topic, and channel.
- (d) Explain the features that characterize contextual influence (e.g. relevance, shared knowledge, inference).
- (e) Distinguish between physical, sociocultural, cognitive, linguistic, and co-textual contexts.
- (f) Describe the major functions of context in discourse such as enabling interpretation, guiding interaction, and supporting coherence.
- (g) Evaluate the role of authentic, meaningful contexts in enhancing FL learning outcomes.
- (h) Implement practical classroom activities that integrate contextual analysis (e.g. role-play, scenario interpretation, discourse mapping).

1. Introduction

A careful analysis of human communication reveals that connected speech does not arise out of a vacuum but that its production, purpose and effect are deeply embedded in the particular context in which both the speaker and hearer play their distinctive roles. At this point, we should distinguish between two types of context: linguistic and non-linguistic context. Linguistic context refers to the surrounding features of language inside a text, like typography, sounds, words, phrases, and sentences which are relevant to the interpretation of other such linguistic elements.

In fact, context is viewed in the contemporary world as possessing a vital role in interpreting discourse but it was conventionally perceived in the recent past as something chaotic and idiosyncratic and, thus it was eschewed from early discourse studies. However,

modern discourse studies consider context to be a new paradigm in the analysis of different fields, among them, pragmatics and discourse analysis. As a result, they have earned a wide popularity in the sense of providing the analyst with hints and insights in order to decipher and unveil the ambiguity of certain spoken utterances or written texts.

Accordingly, an understanding of how language functions in context is central to an understanding of the relationship between what is said and what is understood in spoken and written discourse. The context of situation of what someone says is, therefore, crucial to understanding and interpreting the meaning of what is being said. This includes the physical context, the social context and the mental worlds and roles of the people involved in the interaction. Each of these impact on what we say and how other people interpret what we say in spoken and written discourse. (Bloomsbury, 2012)

On the other hand, the non-linguistic context is a much more complex notion since it may include any number of text-external features influencing the language and style of a text. It is evident that interlocutors are, consciously or not, greatly influenced by a wide variety of contextual factors such as topic, the speakers' expectations of the listeners' knowledge, anxiety or scepticism, creative talents, attitudes, and beliefs. Other elements are equally influential namely inter-textual allusion, the participants' assumptions, the general knowledge of the social functions and stylistic conventions. Indeed, it has become obvious from this long, but still incomplete, list of non-linguistic contextual factors that any idiosyncratic style or any conscious or unconscious choices of expression are always motivated, inspired, or induced by contextual circumstances in which both speakers and listeners are in various ways involved.

In short, context from a general perspective can represent the clue which sets the precise and intended meaning apart from the other conveyed statements that any discourse may imply. Hence, in the light of the crucial importance of context, the way has become neatly paved for discourse analysts to successfully realize the most pertinent and relevant interpretations.

2. Definitions of Context

Context in discourse studies is viewed as one of the key parameters upon which the analyst of discourse bases his interpretation of either spoken or written language to provide an optimal attempt, which mirrors the content of discourse. Therefore, there are nearly as many definitions of context as the number of scholars who have strived to define it. Nevertheless, one can put forward three major definitions that encompass most of the essential parameters of context, namely the contributions of Teun A. van Dijk, Guy Cook and H. G. Widdowson.

T. A. van Dijk (1977) qualifies context in terms of being a 'dynamic' process. It is not static, and it includes a series of situations which differ from moment to another. He states that context is a 'course of events' with an 'initial state', 'intermediary states' and a 'final

state'. Therefore, many variables may influence these states, such as the setting (where and when) in which the common activities of speaker and hearer are realized, "and which satisfy the properties of here and how logically, physically, and cognitively." (p. 192)

Moreover, van Dijk emphasizes the social factors of context which largely determine its objectives and interpretation. He advances that "Context is defined as a theoretical term, within a broader theory of discourse, that must account for the ways discourses are produced and understood as a function of the properties of the communication situation-as they are understood and represented by the participants themselves." (2012: 248)

On the other hand, Cook (1989) defines the notion of context as the knowledge of the world at large. He states that our speech (i.e. text or talk) and our understanding of discourse is determined by other factors, which surpass the sentence facets, such as the non-linguistic factors, situation, and the cultural and social relationships with the participants. Consequently, the interpretation of discourse is tightly related to the different factors found in the world.

As far as Widdowson (2007) is concerned, he focuses on the idea of shared knowledge between the conversationalists. He asserts that context is present when two interlocutors engaged in a conversation are aware of the mutual commonalities between them. Thus, it will lead to a successful act of communication. Widdowson points out that "Context is the common knowledge of the two people concerned, which will have been established in their previous conversation." (2007: 20)

Additionally, Widdowson demonstrates that: "Context is a psychological construct, a conceptual representation of a state of affairs. In communication, what happens is that a first-person party (a speaker or writer, P1) produces a text which keys the second-person party (listener or reader, P2) into a context assumed to be shared. Once the context is keyed in, then it can be extended, or modified, by means of more text: once a degree of contextual convergence is initiated, it provides the conditions for further convergence." (2007: 22)

In conclusion, context is that mental model and abstract reference that take place when the sender of the message and the receiver understand the context shared between the two. It is, then, possible for the communication to be adjusted or developed in terms of encoding more information or providing illustrations since there will be less chance of any breakdown in the act of communication.

3. Structure of Context

A significant task of the discourse analyst would be to 'place' word clusters in a situation and formulate the conditions stipulating which utterances are successful in which situations. That is, we need a characterization of this 'situation of speech interaction'. The technical term we use for such situation will be that of context. Similarly, we need a specific term in order to denote the systematic successfulness of an utterance: the aspects of success

are grammatical, psychological, sociological, and pragmatic. This term is simply Appropriateness (of the context).

The notion of context has already been introduced, if somewhat informally, in the general introduction. However, it will be recalled that we distinguished two kinds of context: an internal linguistic context built up by the language patterns inside the text, and an external non-linguistic context drawing up to ideas and experiences in the world outside the text. The latter is a very complex notion because it may include any number of text-external features influencing the interpretation of a discourse. Perhaps we can make the notion more manageable by specifying the following components (obviously the list is by no means complete:

- a. The text type or genre (for example a sermon, a political speech, an election poster, a recipe).
- b. Its topic, purpose, and function.
- c. The immediate temporary and physical setting of the text.
- d. The text's wider social, cultural, and historical setting.
- e. The identities, knowledge, emotions, abilities, beliefs, and assumptions of the speaker (writer) or hearer (reader).
- f. The relationships holding between the interlocutors.
- g. The associations with other similar or related text (or discourse) types or Intertextuality.

4. Components of Context

a. Teun A. van Dijk.

The necessary components in context may help (sometimes not sufficient) to completely define conditions of appropriateness. In fact, complications will especially appear in the complexity of speech acts and communicative interaction as analysed below:

- A set of possible contexts: the context is dynamic because of the action of various elements such as shift from the initial topic, new participants, changing of location.
- A set of time points: it is closely connected to time changing and time reference.
- A set of places: the 'here-and-now' pair defining the state of the actual context.
- A set of persons: the actual participants and the possible agents.
- A set of utterance types: the actual utterances (content sequences) and the utterances token serving as preliminaries or small-scale substitute such as interjections, starters, or onomatopoeias.
- A set of communicative acts: sequences display an infinite number of speech acts (a speaking function and a hearing function).
- Several sets of actual relevant knowledge, beliefs, wants, wishes, intentions.
- The set of communicative conventions of the speech community.

b. Dell. Hymes.

Hymes categorizes the speech situations in terms of eight constituents which we may summarize in the following:

- Form and content of text: the itself forms part of the speech situation.
- Setting: it can take the form of open-space surrounding or specific locations.
- Participants: active and passive interlocutors.
- Ends: the intentions and effects of speech.
- Key: non-verbal communication or 'body language' such as facial expressions, head or eye movements, hand signals or body postures.
- Medium: as far as speech record is concerned we can mention oral interviews, telephone conversations, video-conferences, or chat-rooms.
- Genre: the style or category of speech of the oral record and the literary genres like poetry, drama, novel of the written record.
- Interactional norms: all the socio-cultural conventions that govern human oral and written communication.

5. Features of Context

a. Dynamism.

A first property of context to be emphasized is its dynamic character. A context is not just one possible world-state, but at least a sequence of world-states. Moreover, these situations do not remain identical in time, but change.

b. Course of Events.

A context is a course of events which has an initial state, intermediary states, and a final state. We must know what conditions a possible world (setting) must satisfy in order to qualify as initial or final state of context. A number of kinds of association between mechanism and realization can be identified as follows:

Mechanism.

Realization.

Opening-----Hello there, Hi, How are you? How's things?

Taking a turn-----Yer but, Well yes but, Surely...

Holding a turn-----er, um, anyway, you know, I mean, sort of...

Passing a turn-----What do you think? Tag-questions.

Closing-----Right, Well anyway, So, Ok then...

Pre-sequence-----Listen, Did I tell you about? Oh, I wanted to ask you...

Repair: Self-----What I really meant was...

Other's-----Sorry, I don't quite get what you mean...

Up-shot: Own-----What I'm getting at is... (i.e. the result in the end)

Other's-----What are you getting at?

c. Actuality.

The actual context is defined by the period of time and place where the common activities of speaker and hearer are realized, and which satisfy the properties of 'here-and-now' logically (ability to argue and convince, reason), physically, and cognitively.

d. Normality (or Normalcy).

A normal context satisfies the basic postulates of communicative events (axiomatic: clear and evident without proof). A context may be possible, imaginable but not normal, in such contexts the basic principles of communication are transgressed.

6.Types of Context

The classification of context changes from one scholar to another due to the different criteria upon which the analyst categorizes context. Consequently, one can solely concentrate on three principal types of context as it suggested by Song (2010) and other scholars as follows:

a. The Linguistic Context.

It is generally defined in terms of the linguistic surrounding in a discourse (e.g. the words, phrases or sentences which precede or follow a given discourse). Hence, the linguistic context indicates the marginalization of the external factors which are usually found within any discourse, such as social, psychological and cultural criteria that hold a notable significance in the analysis. Indeed, Song (2010: 876) asserts that: "Linguistic context refers to the context within the discourse, that is, the relationship between the words, phrases, sentences and even paragraphs. Take the word 'bachelor' as an example. We can't understand the exact meaning of the sentence 'He is a bachelor', without the linguistic context to make clear the exact meaning of this word." In other terms, a segment of utterance or text cannot be fully understood unless the hearer or the reader is aware of what has been said before or what has been written before. As such, logical links are established to understand the linguistic context.

b. The Situational Context.

Song (2010: 877) states that: "Context of situation refers to the environment, time and place, etc. in which the discourse occurs, and also the relationship between the participants.

This theory is traditionally approached through the concept of register.” That is, situational context mainly indicates the setting (time and place), and entourage which are highly influential in communication. Moving from one situation to another requires a different type of communication (e.g. change in the formality level). Therefore, the linguistic choices can be determined by the situational context.

c. The Cultural Context.

The notion of culture is intrinsically related to other elements which constitute its concept such as, traditions, customs, religious rituals, gender, social status, etc. These cultural components have inevitably a salient impact on the way people interact as well as on the interpretation of the discourse. While convergence among cultures facilitates the act of communication among people, divergence makes from communication a difficult task to be fulfilled. As such, the cultural context is classified into ‘high cultural context’ and ‘low cultural context’. Within this perspective, Hall (as cited in Neuliep, 1996, p.62) argues that: “A high-context (HC) communication or message is one in which most of the information is either in the physical context or is internalized in the person, while very little is in the coded, explicit, transmitted part of the message. A low-context (LC) communication is just the opposite; i.e., the mass of information is vested in the explicit code.”

A comprehensive representation of high cultural context is that it refers to the communication where the participants are highly aware of the miscellaneous shared cultural features (i.e. conversationalists belong to the same cultural community). Therefore, less verbal efforts are enough for a successful communication. Nonetheless, low cultural context is about the use of more verbal information to ensure the continuity of the act of communication since the participants belong to different cultural backgrounds, which higher the probability of communication failure if the verbal discourse is not made clear.

Additionally, an important stage in genre analysis is an examination of the social and cultural context in which the genre is used, i.e. the social and cultural context of genres. In the case of a written text, factors that might be considered include:

- The setting of the text.
- The focus and perspective of the text.
- The purpose(s) of the text.
- The intended audience for the text, their role and purpose in reading the text.
- The relationship between writers and readers of the text.
- Expectations, conventions and requirements for the text.
- The background knowledge, values and understandings it is assumed the writer shares with their readers, including what is important to the reader and what is not.
- The relationship the text has with other texts. (B. Paltridge, 2012)

7.Contextual Macro-Functions

a. The Emotive Function.

Communicating the inner states and emotion of the addresser. E.g. Fantastic! Oh no!

b.The Directive Function.

Seeking to affect the behaviour of the addressee. E.g. Please, help me! I'm warning you!

c.The Phatic Function.

Opening the channel or checking: for social reasons. E.g. Hello, lovely weather. Do you come here often?
for practical reasons. E.g. Can you hear me? Can you see the blackboard from the back?

d.The Poetic Function.

The particular form chosen is the essence of the message.

E.g. Beanz Meanz Heinz! Publicity: Buy beans.... Naturally Heinz.

'A Short Term Pain against a Long Term Gain.' Proverb.

e.The Referential Function.

Carrying information.

E.g. "It's not the years in your life that count, but your life in the years that counts."
Abraham Lincoln.

"If you do what you like, you'll never work one day in your life!" Saying.

"I hear and I forget, I see and I remember, I do and I understand." Chinese proverb.

f.The Metalinguistic Function.

Focusing upon the code itself, to clarify or renegotiate it.

E.g. What does this word here mean? The bone is known as the femur.

g.The Contextual Function.

Creating a particular kind of communication.

E.g. Right, let's start the lecture. It's just a game! Teacher Talk.

8. Role of Context in Discourse Analysis

Contextual influence on the interpretation and analysis of text and talk is quite remarkable. Song (2010) and other scholars distinguish three major roles of context:

a. **Eliminating Ambiguity:** In simple terms, absence of clarity and even misunderstanding can be encountered when we deracinate an utterance or a text from its context, however, the problem is often solved when we refer back to the context in which a given discourse is issued. Song suggests two types of ambiguities: ‘lexical ambiguity’ and ‘structural ambiguity’. Whereas lexical ambiguity is caused by ‘homonymy’ or ‘polysemy’, structural ambiguity arises from the grammatical analysis of a sentence or a phrase (p. 877). Hence, in both cases it is the context which indicates the most relevant meaning of a given discourse.

b. **Indicating Referents:** The use of different pronouns, models, auxiliaries or prepositions to avoid repetition can be misleading without the presence of context. Thus, it is hard if not challenging to decipher the topic in some conversation; for example, to recognize the participants and their objectives. As a matter of fact, context is regarded as the pillar on which the analyst stands to present a comprehensive and complete study.

c. **Detecting Conversational Implicature:** As it was displayed by Widdowson (2007), conversational implicature occurs when there is a flouting in one of the maxims (quantity, quality, relation, and manner) which belong to the cooperative principle that was coined by the philosopher Paul Grice. The quantity maxim is related to the amount of information provided in a conversation, therefore, saying more or less of what is needed is considered to be a violation of this maxim and, thus it leads to an implicature in meaning. The quality maxim is linked to how true one’s utterance is, consequently, providing false information violates the quality maxim. As for the maxim of relation, it is about relevance, hence, irrelevance in communication means the denial of this particular maxim. Finally, the maxim of manner signifies how a certain utterance is being said or expressed; it usually indicates clarity and avoidance of ambiguity (to be succinct). On the other hand, implicature refers to what the speaker truly means by his utterance, therefore, what the speaker intends to say is independent from the literal meaning of the words he uses. Usually natives tend to violate tacitly one or more of the maxims which can result with the creation of implicature or the understated meaning. As in the following example: ‘My bag weighs a ton’ Widdowson (2007: 60), here the quality maxim is violated because the bag does not exactly weigh a ton, but this expression was ironically used to express how heavy the bag is (implied meaning). Lastly, it is evident that context can be of a great importance when it is question of interpreting implicatures.

9. Parameters of Contextual Analysis

A theory of context presupposes a broader sociological theory of human collectivity that provides an explicit definition and description of different types of communities, for instance in terms of the presence or absence of such characteristics as:

- Location, space, buildings.
- Time, permanence, temporality.
- Size, number of members.
- Membership, access, inclusion, initiation and exclusion.
- Shared knowledge.
- Shared language and other communication systems.
- Shared goals.
- Shared norms, values, attitudes or ideologies.
- Type of actions of members.
- Type of interaction among members.
- Type of organization (hierarchy, power, leaders).
- Reference groups (us vs them).
- Resources (for reproduction or realization of goals).

10. Discourse Analysis Tools of Inquiry

Essentially a discourse analysis involves asking questions about how language, at a given time and place, is used to engage in seven building tasks. The tools of inquiry are meant to constitute six areas where the analyst can ask such questions.

- a. Significance: tasks are used to build relevance or significance for things or people in context.
- b. Practices (Activities): tasks are used to enact a practice (activity) or practices in context.
- c. Identities: tasks are used to enact and depict identities (socially significant kinds of people).
- d. Relationships: tasks are used to build and sustain (or change or destroy) social relationships.
- e. Politics: tasks are used to create, distribute, or withhold social goods or to construe particular distributions of social goods as 'good' or 'acceptable' or not.
- f. Connections: tasks are used to make things and people connected or relevant to each other or irrelevant to or disconnected from each other.
- g. Sign, Systems and Knowledge: tasks are used to privilege or dis-privilege different sign systems (language, social languages, or other sorts of symbol systems) and ways of knowing. (J.P. Gee, 2013)

Gee's Tools for Contextual Discourse Analysis:

- a. **The Deictic Tool:** for any communication, ask how deictic are being used to tie what is said to context and to make assumptions about what listeners already know or can figure out. Consider uses of the definite article in the same way. Also ask what deictic like

properties any regular words are taking on in context, that is, what aspects of their specific meanings need to be filled in from context.

b. **The Fill in Tool:** for any communication ask: based on what was said and the context in which it was said, what needs to be filled in here to achieve clarity? What is not being said overtly, but is still assumed to be known or inferable? What knowledge, assumptions, and inferences do listeners have to bring to bear in order for this communication to be clear and understandable and received in the way the speaker intended it.

c. **The Making Strange Tool:** for any communication, try to act as if you are an 'outsider'. Ask yourself: What would someone find strange here (unclear, confusing, worth questioning) if that person did not share the knowledge and assumptions and make the inferences that render the communication so natural and taken-for-granted by insiders?

11. Context and Foreign Language Learning

a. Authenticity.

Authenticity of context is neatly a relational concept- that is, a characteristic of the context in all its dimensions. Therefore, one needs to reassess the common usage of the term authentic context which implies at least four meanings:

- It can be in accordance with socially established usage or tradition (i.e. from a duly authorized source).
- It can be entitled to acceptance or belief in relationship to fact (i.e. real, trustworthy).
- It can be the result of a recognizable communication intention (i.e. sincere, not specious).
- It can be compatible with an identifiable, undisputed source or origin (i.e. original, genuine).

Authentic context enables the foreign language learner to be aware of three major parameters:

- **Representative Usages:** it should be clearly determined that context reflects socially established usages or traditions which are representative of the foreign language speech community.
- **Cultural Competence:** authentic context offers opportunities in acquiring cultural competence which does not necessarily imply the obligation to behave solely in connection with the social conventions of a given speech community, but, necessarily increases cultural awareness of the foreign language.
- **Critical Understanding:** authentic context eliminates students' uncritical insider's experience of the foreign language but rather encourages learners to develop the tools for a critical understanding of the target culture and its social conventions.

b.Contextual Classroom Activities.

Foreign language teaching has witnessed a great deal of development with regard to contextualized classroom activities. A large variety of teaching materials display some very interesting and effective teaching activities that take into account the socio-cultural background of the FL. Here is a non-exhaustive presentation of some topics that are handled within the contextualized perspective of foreign language teaching:

- **Politics:** learners explore the symbolism used by political groups to identify themselves and to communicate their core values and beliefs. For example, describing symbols, logos and slogans, politicians' body language, political debate.
- **Religion:** learners research and describe key features of different kinds of religion, familiar and possibly unfamiliar. The main objective is to complete an 'association chart' that compares the significant characteristics across religious groupings. The essential focus is on the basic language of ritual and belief; generalisations and qualifications. For instance, cultural associations, rituals of acceptance into a religion, religious services.
- **Food:** learners identify a national dish that they associate with their home culture and research the national dishes of other cultures. They are required to describe food, ingredients and associations. For example, they practise some classroom activities in connection with regional and ethnic cuisine, international food, food idioms, shopping lists, supermarket psychology.

Conclusion

In summary, communicative competence can be defined in interactional terms as the knowledge of linguistic and related communicative conventions that speakers must have to create and sustain conversational cooperation and, thus involves both grammar and contextualization. While the ability to produce grammatical sentences is common to all who counts as speakers of a language or dialect, knowledge of contextualization convention varies along different dimensions. The knowledge is of a kind that cannot be easily acquired through reading or formal schooling. Face to face contact in situations which allow for maximum feedback is necessary. In real life situations, learning of contextualized discourse strategies is most successful when outside conditions exist which force interlocutors to disregard breakdowns and stay in contact. On the whole, incorporating context in discourse studies and foreign language instruction and assigning to it a remarkable importance, has facilitated the task of equally discourse analysts and foreign language learners in the complex process of interpreting talk and text. An additional perspective is that EFL learners who strive towards learning the fundamentals of discourse analysis are required to understand the concept of context and its constituents as being a part and partial of this area of study. Furthermore, one should pay a great attention to context specificities that can be broader, deeper, and more complicated because of its various and intertwined components.

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Genre Analysis

Chapter Three: Genre Analysis and Foreign Language Teaching

Objectives of the Third Chapter.

By the end of the chapter, learners will be able to:

- (a) Analyze how Genre Analysis contributes to the development of the language skills through genre-specific features and communicative purposes.
- (b) Recognizing how classroom discourse shapes learners' understanding of genre conventions.
- (c) Discuss the advantages of integrating Genre Analysis into FL teaching, such as improved textual awareness, contextual understanding and communicative competence.
- (d) Distinguishing between text and context in FL teaching and explain how contextual factors influence genre interpretation and production.
- (e) Develop learners' critical thinking skills through genre-based tasks, such as comparing textual structures, analyzing purposes, and questioning authorial choices.
- (f) Demonstrate extensive practice in interpreting different types of genres, using analytical tools to identify patterns, communicative functions, and discourse structures.

1. Introduction

The emergence of the communicative approach in foreign language teaching constitutes a radical shift in the pedagogy of language instruction. The reason for that is attributed to the capacity of Communicative Language Teaching in making learners aware of the need to focus on language communicative features which led to the utilization of concepts such as, "Language for Communication," and "Language as Communication." Accordingly, the objective of language teaching is primordially to enable learners to communicate- even within a limited scope- using the target language. The ultimate aim is the provide learners with real opportunities to experience and practice real-life communication.

On the other hand, genre analysis within this perspective, pays great attention to language forms and functions in social interaction. In fact, the intended objective is to improve language acquisition by analyzing how native and also foreign language speakers use language in accordance with the social context. That is, genre analysis concentrates on details of speech used by people in order to convey the social meaning using the components of language represented in syntactic, phonological, and semantic structures.

In relationship to this conception of FL teaching, many researchers assert that disciplines like discourse analysis and pragmatics are essential to foreign language teaching and learning, because they play a significant role in facilitating the comprehension of crucial mechanisms in human communication.

In consequence, genre analysis is concerned with intended meaning and sequential relationships transmitted within context, while pragmatics is focused on the interpretation of meaning from linguistic processing and social interaction. In other words, one can state that for the language teaching operation to be in harmony with discourse analysis, it must concentrate on the strategies that ease learner communicative production and strategies of interpretation. For example, the interrogative form in English is used to elicit information, and it can also be used to express expectations, make requests and suggestions.

In sum, genre analysts are concerned with how to interpret the relationship between the different units of the language in an attempt to reach a comprehensive framework of meaning. The assigned goal in connection to FL teaching is essentially to analyze utterances, whatever the genre, through the scrutiny of various grammatical forms in order to enable the FL learner to understand and interpret meaning which is expressed through discourse.

2. Genre Analysis Implications for Language Pedagogy

(a) Discourse analysts describe and analyze how language is structured in different contexts of use. Enables language practitioners to incorporate different genres of language in syllabuses and materials that are relevant to learners' needs.

(b) Discourse analysis can help teachers to explain the underlying features of the text types associated with different types of writing. Academic paper, business letter, scientific report.

(c) Discourse studies can serve teacher training programs to raise awareness of the nature of teacher-learner interaction. Such as IRF (Initiation- Response- Feedback), the Birmingham School led by Sinclair and Coulthard. To engage in genuine interaction which seems to facilitate language acquisition (can help teachers consider their own interaction practices).

(d) Teachers can use insights from discourse analysis to better evaluate their own learners' performance in classroom tasks. Such as pair work and group work, in terms of its proximity to or distance from real-world discourse. 

Such evaluation may also lead to better classroom task design.

(e) Conversation analysis shows that everyday talk is not as disorganized as it may seem. This offers the possibility of systematic teaching of features such as: the language of Openings and Closings; Discourse Markers and common Adjacency Pairs; in the analysis of conversation, a single sequence of utterances by different speakers, in which the first utterance constrains the second in some way. For example, a question generally elicits an answer, and a suggestion leads to an acceptance or rejection.

(f) Discourse analysis provides the descriptive information which pedagogical grammarians and lexicographers require to produce more true-to-life descriptions and guidelines for the use of language. Such as corpus-based descriptions which come in the form of pedagogical grammars and learners' dictionaries which are more sensitive to context (McCarthy et al, 2012).

3. Genre Analysis and the Speaking Skill

3.1 Major Aims to Develop Speaking Competence

- (a) Use a wide range of core speaking skills (core subjects are those that all students have to study).
- (b) Develop fluency in expression of meaning.
- (c) Use grammar flexibly to produce a wide range of utterances that can express meaning precisely.
- (d) Use appropriate vocabulary and accurate language forms relevant to learners' speaking needs.
- (e) Understand and use social and linguistic conventions of speech for various contexts.
- (f) Employ appropriate oral communication and discourse strategies.
- (g) Increase learners' awareness of genre and genre structure.
- (h) Increase their metacognitive awareness of L2 speaking (Goh et al, 2012).

Metacognitive (Awareness):  Cognitive Strategies: facilitate the resolution of a problem: comparison, focus on pertinent information and paraphrasing.  Metacognitive Strategies: regulate the cognitive activities, essentially planning and controlling. Manage and self-regulate learners own speaking development.

3.2 Classroom Interaction: Group Process

Stage 1. Forming: dependency on the leader, the nature of situation, anxiety.

Stage 2. Storming: conflicts between sub-groups, rebellion against the leader, opinions are extreme, resistance to group control.

Stage 3. Norming: groups develop cohesion, accept group control, conflicts are sorted out, members begin to support each other.

Stage 4. Performing: individuals' problems are resolved, interpersonal activity more functional (Basturkmen, 2010).

3.3 Strategic Language Devices

(a) Circumlocution: exemplifying, illustrating or describing, e.g. It becomes water. ➡ It melts.

(b) Approximation: using a single alternative lexical item, e.g. Plate. ➡ Bowl (soup). Ball. ➡ Balloon.

(c) Literal Translation: translating literally a lexical item from L1, to L2 to L3, e.g. I'd made a big fault. (From French).

(d) Omission: leaving a gap when not knowing a word and to carry on, e.g. The sun.....er then the sun is..... and it is very hot. (The sun shines).

(e) Word Coinage: to make up a new word in order to communicate in L2, e.g. I saw in the sky an 'air-ball'. (Balloon) (Dornyei et al, 1995).

3.4 Principal Problems in Teaching Speaking

(a) Shyness and Inhibition: Speaking requires some degree of real-time exposure to an audience. Students are worried about making mistakes, scared of criticism or losing face, or simply shy of the attention that their speech attracts.

(b) Finding Things to Say: Students need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak.

(c) Low Participation of Individuals: Only one participant can talk at a time if he or she is to be heard; and in a larger group this means that each one will have only very little talking time. An added problem here is the tendency of some students to dominate, while others speak very little or not at all.

(d) First Language (L1) Use: Students use or share the same first language because it is easier and feels more natural to talk to each other in their own language. Occasional L1 use is inevitable and, indeed, can be very helpful in solving specific vocabulary problems. But if students spend most of their time speaking their own language, they will obviously have little opportunity to improve their speaking skills in English (Ur, 2012).

3.5 Problems in Speaking Skill: Teacher's General Remedies

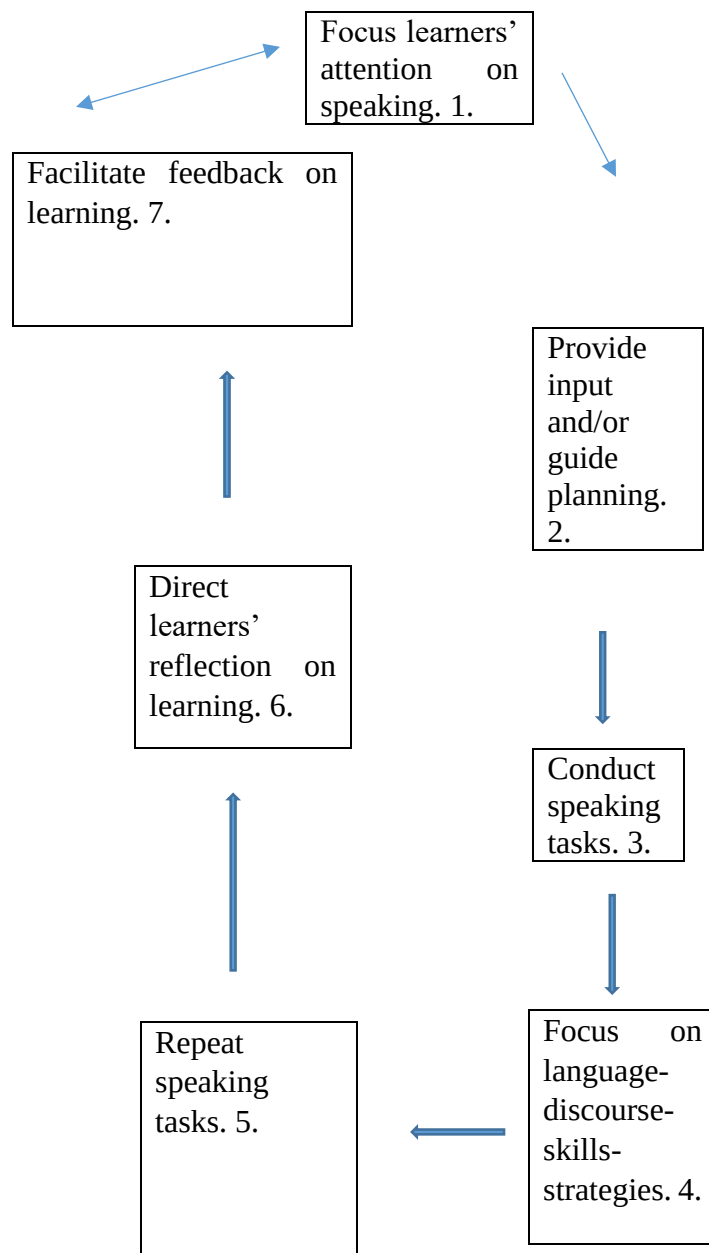
(a) Increase learners' motivation by making them love their studies.

(f) Direct Learners' Reflection on Learning: Encourages learners to self-regulate their learning through monitoring and evaluating what they have learned from the preceding stages:

- Learners' informal assessment of their capabilities and performance.
- Areas of their performance that show improvement.
- Areas to be further improved.
- Plans for improving specific areas.

(g) Facilitate Feedback on Learning (teaching speaking cycle): The teacher provides learners with important feedback on their performance. In large classes, it is often impossible to monitor student learning and give immediate feedback to every student. Generally, feedback can take the form of:

- Comments and grades from observation sheets during the speaking task.
- Exchange of written individual learner reflections and comments on each other's progress and achievements.
- Consolidated comments from the teacher, based on written reflections from the class (Goh et al, 2012).



3.8 General Characteristics of Teacher's Talk

- (a) Knowing what kinds of questions to ask to generate productive classroom discussions.
- (b) Using sophisticated vocabulary words frequently in the course of interaction with students.

(c) Understanding what aspects of written text or spoken record are likely to be confusing to students.

(d) Being familiar with many literary and expository texts/intriguing issue of potential interest to students (Fillmore et al, 2002).

Teacher's Talk: Linguistic Adjustments.

Phonology	Morphology & Syntax	Semantics
Slower rate of delivery.	More well-formed utterances and fewer disfluencies.	More over marking of semantic relations.
More use of stress and pauses.	Shorter utterances (fewer words per utterance).	Lower type-token ratio.
More careful articulation.	Less complex utterances.	Fewer idiomatic expressions.
Wider/higher pitch range and exaggerated intonation.	More use of canonical word order.	Fewer opaque forms (rather easy to understand).

Teacher's Talk: Conversational Adjustments.

Content

More predictable/narrower range of topics.
More here-and-now orientation.
Briefer treatment of topics.
Lower topic-initiation and continuing moves.

Interactional Structure

More abrupt (sudden and unexpected) topic-shifts.
More relinquishment of topic-choice to learners.
More acceptance of unintentional topic-switches.
More repetition: self and others, exact or different, complete or partial.
More comprehension checks.
More confirmation checks.
More clarification requests.
More question-and-answer strings.

3.9 Purposes of Teacher Questions

- (a) To provide a model for language or thinking.
- (b) To find out something from the students (e.g. facts, ideas, opinions).
- (c) To check or test understanding, knowledge or skill.
- (d) To get students to be active in their learning.
- (e) To direct attention, or provide a 'warm-up', to the topic which is about to be studied.
- (f) To inform the class through students' answers rather than through the teacher's input.
- (g) To provide weaker students with opportunity to participate.
- (h) To encourage self-expression.
- (i) To get students to review and practice previously taught material.
- (j) To stimulate thinking (logical, critical or imaginative).
- (k) To probe more deeply into issues.
- (l) To communicate to students that the teacher is genuinely interested in what they think (to encourage and to increase motivation.) (Ur, 2012).

4. Genre Analysis and Foreign Language Teaching

The advantages and benefits of genre analysis within the foreign language classroom are multiple and various, they are summarized in the following points.

- (a) Genre analysis has a significant role in language teaching and learning. Classroom genre analysis enhances teacher's and students' meta-discursive reflection, and at the level of current globalized educational systems, it is considered critical in multilingual education. Classroom discourse analysis helps us to understand the complex relationship between students and teachers, and its effects on the learning process in the classroom environment. Furthermore, classroom genre analysis is a crucial element of classroom practice because it provides us with valuable information related to language analysis of real-life communication.
- (b) Classroom discourse analysis helps us understand the extent to which teachers can use language in the classroom, and provides us with valuable information for language analysis and its reflection on cultural awareness. In addition, this kind of analysis contribute in teacher's and students' better comprehension of the different contexts and to identify corresponding language functionality. It is also highly probable that the language teacher would use genre analysis to develop social interaction in the classroom environment.
- (c) To learn a foreign language, students must enhance discourse skills in that language, particularly social and cultural factors. Different perspectives about genre

analysis in the classroom can have implications in many areas such as, target culture awareness, open-mindedness, tolerance, and proficiency in grasping meaning in real-life foreign language communication.

(d) Genre analysis plays a significant role in the improvement of not only students' content knowledge but equally social interaction, and linguistic knowledge in terms of the accurate use of language components in order to build cohesion and coherence in text and speech.

(e) Genre analysis constitutes an effective aid for the language teacher because it can display the gaps and weaknesses of students which are sometimes very difficult to find out through teacher-centered methods of teaching.

(f) One cannot ignore that genre analysis builds and strengthens social interaction among students in the classroom context which enables them to converse, share ideas or, most importantly, either refute or accept other's opinions through discussions and argumentation. This situation is quite beneficial to students because helps ethnicities (if any) and genders work together enthusiastically and realize successful tasks collectively.

(g) The major drawback of the absence of serious and extensive studies of the different genres that exist in the foreign language is the students' inability to master foreign language discursive strategies and the pragmatic implication of meaning.

(h) Lastly, genre analysis offers opportunities to students to become active participants in the language teaching operation, likewise, they can share sociocultural information, discuss issues related to various topics such as, mass-media, politics, scientific, and entertainment.

Case Study. Analyze the text below indicating its principal theme, characters, context and argumentation.

Passage 1.

Papert LOGO and Turtle Graphics

Seymour Papert believes that children learn by building their own intellectual structures which they then apply to reality. No one teaches a child to walk, climb, shout, talk, play or to manipulate grown-ups; it just knows. According to Papert, the understanding of learning is genetic. The infant's problem is to find the ideas "correct" for it to learn with.

The structure that Papert used as a child was an intuitive understanding of gears. From the age of one right through his schooling, the mathematician-to-be related the world to "mental gear models".

LOGO is a high-level language specifically written to make computers make sense to children. The theory is that experimenting with programs will do two things. First, it will give the child a sense of power over the machine. Secondly, it will develop intellectual structures in a young mind that are based on a feeling for, or an intuitive grasp of mathematical concepts.

Classically, learning LOGO begins with a child's sense of space. "Walk in a square", someone asks. The child then has to work out how many paces to each side and where to turn through 90°.

The next stage is to introduce the Turtle. This is a hemispherical transparent drawing machine about 10 cm in diameter. It is controlled by a computer keyboard and it understands LOGO's simple commands. The child types instructions like "Forward 50" and "Right 90", and Turtle draws a square. The analysis needed is the same as that used to walk in a square.

Now the child sits at the computer screen. There is a small triangle in the center. She types "Forward 50" and the triangle leaps 50 units along the x-axis. The square is completed and she has been introduced to Turtle Graphics.

Having discovered how to draw a square she types: TO ZX SQUARE. The word 'TO' tells the machine it is about to get an instruction. The child then types four times: Forward 50; Right 90; followed by END.

The computer now responds to the command SQUARE by drawing a square 50 x 50 units. Soon she will want to draw squares with different length sides. This is easy, because she can edit her original definition as TO SQUARE: SIDE. The young programmer can then type SQUARE 10 or SQUARE 100 to produce squares of different sizes.

There many other procedural languages. LOGO is not "just like English" as the advertisements say; it has a syntax and rules which have to be learned. The claim is that these rules can be built up from a simple base. A child can produce satisfying results quickly based on his or her keyboard explorations. These results are a valid introduction to central concepts of computer programming. The child programs the computer, and not vice versa.

Turtle Graphics are not peculiar to LOGO. They can be emulated by other languages. The difference is that Turtle Graphics would not provide a valid introduction to those other languages. The importance of LOGO is that it is a language, developed by the artificial intelligence community, to be implemented in primary schools. It has been tailored for its purpose and has been tested extensively over the past 12 years. LOGO could not be used as BASIC is used to run a small business. On the other hand, LOGO may provide powerful, future tool for adults who find BASIC a turn-off yet they want to learn computing.

Seymour Papert may be an educational Utopian, but he and his associate Guy Monpetit at LOGO Computer Systems in Montreal have one trick that other software houses will envy. The LOGO disc they produce for Apple is virtually uncopiable. You have to buy your own. Dammit.

Passage 2.

Summarize the following passage in no more than 200 words.

In the Flying Trapeze: Three Crises for Physicists, published five years ago, the late J. Robert Oppenheimer quoted a friend who had calculated that if one of the journals of fundamental physics maintained its growth rate, sometimes within the next century the collected volumes would weigh more than the total weight of the Earth. At a scientific conference in 1969, the editor of a learned journal suggested that the final solution to the problem of exponentially increasing amounts of data was to record them all solely on a computer which randomly erased 75 percent of its memory banks every so often.

These two anecdotes are somewhat Kafkaesque, but there is little doubt that the information explosion is now rocking the foundations of science. Hardly a week goes by without the announcement of some new journal, current awareness tool, or similar device designed to alleviate the problems of a minority of information seekers but which will complicate the lives of others.

What DO scientists communicate? This is a fundamental question, but a badly neglected one. There are really two opposing views on the nature of scientific communication. At one extreme is Sir Peter Medawar who, in the autumn of 1963, gave a broadcast talk entitled "Is the scientific paper a fraud?" and answered his own question in the affirmative. His reasons for saying this have been repeated in his recent book, *Induction and Intuition in Scientific Thought*. At the other end of the scale is Professor John Ziman, author of *Public Knowledge, The Social Dimension of Science*.

Medawar's argument is that most scientific papers are fraudulent. The fraud is not in the facts given, but in the published reasoning behind them. In its orthodox form, he maintains, the scientific paper embodies "a totally mistaken conception, even a travesty, of the nature of scientific thought." Ziman would probably argue that it doesn't really matter if scientific papers, travesty thought processes, for the function of "the literature" is solely that of a memory store. The published literature, he claims, is an archive from which we extract data, not knowledge.

The scientific paper today is made up of a number of standard components, such as introduction, methods and results, and discussion. Obviously, the detailed composition varies from field to field. In synthetic organic chemistry, for example, many papers have no discussion; they merely report several dozen new compounds to add to the hundreds of thousands already known. In other areas, the discussion may be the longest part of the paper, ending with a paragraph about what the authors intend to do next (to scare off competition).

Medawar argues that, in their papers, authors generally falsify their motives for tackling a problem and the details of how they realized that it was a problem. For his taste, it is all made too tidy by being based on the premise that science works by induction. "Scientists

should not be ashamed to admit, as many of them apparently are ashamed to admit,” he writes, “that hypotheses appear in their minds along uncharted by-ways of thought; that they are imaginative and inspirational in character; that they are indeed adventures of the mind.”

But if, as Ziman claims, those who read the literature are interested in a paper solely for its data, this type of admission is both irrelevant and time-wasting. It may be of general interest to know that Kekule thought about on top of an omnibus, or dreamed of in front of his fire. It helped him to understand benzene, but it is not likely to help anyone else.

If, in their research papers, scientists were to discuss in hypothetico-deductive terms what they did, would anyone benefit? In all probability, most of them would get it wrong. It would all be done by hindsight, and trying to go backwards down an “uncharted by-way of thought” to see where it began is not the scientist’s job. It is the historian’s. The scientist should not be discouraged from doing it if he is prepared to devote sufficient time and effort to it. If he sits down to write something specifically on the subject, as Watson attempted to do in *The Double Helix*, he may enrich society in his attempt. But it would benefit nobody if every scientist felt it obligatory to dash off a few hasty philosophical thoughts in every paper he wrote, in order to conform to a trend.

Instead of trying to replace what is bad in scientific papers at present with something different but just as bad, scientists should concentrate on refining the scientific paper so that it comes closer to being pure, storable data. Whether they like it or not, scientists are probably being pushed this way already by the demands of computerized information systems. Instead of letting themselves be pushed, they should start to move voluntarily in this direction. This would make the writing of scientific papers easier and could facilitate their publication. And it might even give those scientists with a bent for it more time to think seriously about the nature of science and scientific problems. They could then present their views to a general audience which probably is interested, rather than to scientists who, as literature searchers, are not.

Case Study. Interpretation of a text requires the development of some important skills in genre analysis, the passage below is followed by a number of targeted exercises that would probably improve the students’ capability of genre comprehension.

(1) Survey: Read the following passage, looking for the main ideas. Then read the two summaries which follow it. Which one reflects the ideas of the passage more accurately?

To save refugees faced with a sub-zero winter, Oxfam is building them shelters made from a material considered in Britain to be extremely dangerous. But by using polyurethane foam, Oxfam is turning out 70 sq ft insulated shelters in 20 minutes for a mere £60.

The foam ignites easily, burns quickly, and gives off lethal cyanide fumes (1). Residents are being warned not to have open fires near the huts, and not to pick up scraps for their fires (2). Whether the warnings will prove adequate is yet to be tested.

Oxfam is being forced to use the material because of limited resources and the inadequacies of conventional solutions. Tents, it points out, are just as inflammable, albeit not poisonous. And they certainly do not keep out a -20°C winter (3). Tents have other problems: there are never enough to go around, and transport costs are high (4). In 1971 the world ran out of tents and millions of Bengali refugees were forced to crouch under plastic sheets to keep off monsoon rains. Oxfam's system is simple. Polyurethane foam is sprayed from a gun on to the inside of a female aluminium mould (inside because it avoids wind, rain, and dust hazards). A four-inch thick solid foam layer is formed incorporating doors, windows, and even ornamentation (5). As soon as spraying is complete the mould is lifted away leaving the shelter ready for use.

Summary A.

Oxfam has developed a way of producing shelters for refugees which are vastly superior to tents and are much cheaper. The new shelters have a number of advantages including their insulating properties and their size. They are complete with doors, windows and even ornamentation.

Summary B.

Oxfam's new shelters for refugees have a number of advantages but are potentially extremely dangerous because they are so inflammable. Despite this danger Oxfam is using the shelters because they are cheap and quick to produce.

Now look back at the passage. At certain points there are numbers in the text. Choose one or two of the following phrases which you could put in the passage at these points.

1-a- consequently- b- moreover- c- in view of this.

2-a- indeed- b- but- c- however.

3-a- however- b- in addition- c- yet.

4-a- for example- b- for instance- c- what is more.

5-a- yet- b- then- c- later.

(2) Text Completion: This passage follows on the one you have just read. Think of a suitable word to fill in each blank.

One of the biggest pluses is the insulating property (1).....the ten times expanded foam, which is used for (2).....stores in Britain. But the drawbacks are also great. (3).....is extremely dangerous while it is being sprayed. The (4).....is made by mixing two chemicals at a spray (5)..... . One is Freon, which is irritating to the upper (6).....passages and can cause dizziness. The other is an isocyanate, (7).....TDI (toluene-di-isocyanate) or MDI (C-methylene-bisphenol-isocyanate), both of which can (8).....irreversible lung damage, and in the case of TDI (9).....be carcinogenic.

(3) Speed Reading: In the following passages some words do not make sense in the sentence in which they are placed. Find these words as quickly as you can and underline them.

Oxfam is aware of the danger and its volunteers are all expert sprayers cars who wear masks, suits (to avoid skin damage), and breathe program filtered air. But this means that in an emergency, the experts return will have to be rounded up from around book the country, causing delays.

And the finished houses marches are a major fire hazard. Finished foam will ignite from a burning cigarette end and within a minute finish a burning inferno reaching temperatures of 1500°C. And it gives cigarette off a thick, black smoke which obscures seat vision in 15 seconds and contains isocyanates which convert feet to hydrogen cyanide at the high temperatures.

Oxfam will use a flame retardant form word of polyurethane, which is tree initially self-extinguishing. But a continuous ignition point will set it off. It then burns just as badly, book but gives off even more lethal plastic fumes.

Oxfam has tested the units at the Fire Research Station under the railway watchful eye of the Overseas Development Ministry (ODM), which gave tentative approval to use the emergency shelter only under emergency strict conditions. First, the units must be intervals spaced at 25 foot intervals to prevent flame spread. 'Radiant heat spread is actually quite limited', said the Fire Research Station, 'but the units will probably be out in high winds'. Secondly, units cannot be linked, in honeycomb for communal huts or clinics.

A slightly safer- and cheaper hut and more efficient- alternative would be polystyrene. Oxfam originally tested this material, which need a double skin mould and is expanded by steam. Five houses an hour could be built for £20 each pipe; and the system requires fewer skilled people. But the development and capital cost is £30 000-£50 000- too much for table Oxfam.

The use of the shelters highlights the trend for clock international aid organizations to turn to modern Western technology to help them out. But advanced technology brings

advanced problems: should charities suspend the safety standards of the advanced countries?

(4) Text Development: Group Work.

(a) Look at the section of the text you studied in Exercise 3 and find the third paragraph. This could probably be made into two paragraphs. Where would you make the division? What would be the theme of each paragraph?

(b) Look at the text in Exercise 3. What do the first three paragraphs of this section have in common?

Passage 3.

Read the passage below very carefully, then write a medium length paragraph explaining your personal opinion about the main objective of the author.

A Smile

A smile costs nothing, but gives much. It enriches those who receive without making poorer those who give. It takes but a moment, but the memory of it sometimes lasts forever. None is so rich or mighty that he can be made rich by it. A smile creates happiness in the home, fosters good will in business, and is the countersign of friendship. It brings rest to the weary, cheer to the discouraged, sunshine to the sad, and it is nature's best antidote for trouble. Yet it cannot be bought, begged, borrowed, or stolen, for it is something that is of no value to anyone until it is given away. Some people are too tired to give you a smile. Give them yours, as none needs a smile so much as he who has no more to give.

Passage 4.

Read the passage very carefully, then write a paragraph indicating the causes and consequences of a heart attack.

Heart Disease

Dr. Ernst Wynder of the American Health Foundation once said, "We hope to die *young*, but as *late* as possible." Most runners relate easily to this statement. Many of us run in hopes of delaying mortality. And the cardiovascular strengthening that results from running may enable us to live longer, more vigorous lives. Therefore, we who enjoy endurance sports are disturbed when we hear of long-distance athletes suffering from heart diseases, or worse- succumbing to heart attacks.

A few months ago, a runner in his mid-40s, competing in the Twin Cities Marathon, noticed acute chest pain at about the 23-mile mark. The pain forced him to stop running. Determined to finish, he walked the final three miles and was hospitalized with a heart attack. The man was no novice runner; he had completed several marathons, and normally

trained at 40 miles a week. His circumstance was a grim reminder to all of us who run. It is true that we have substantially less chance of getting a heart attack as does the sedentary population, but we're not immune.

Because runners are susceptible to heart disease, it is helpful to consider warning signs that may reduce heart attack fatalities. Fortunately, most heart attacks do not occur unexpectedly. Victims experience some warnings, but occasionally these warnings are misinterpreted.

The most frequent warning of heart problems is angina pectoris- pain in the mid-chest area that comes with exercise or exertion. This pain is usually relieved when exercise ceases, but the underlying problem remains. Anyone experiencing these problems needs to see his doctor.

The above-mentioned marathoner had experienced angina pain during the several weeks prior to the race, but ran through his discomfort. He survived the attack and will probably be able to resume running. He may also have demonstrated some characteristics of the type A personality- the hard driver who attacks both work and leisure.

Other risks include smoking; overweight; family history of heart disease; diabetes, hypertension; lack of exercise; women who use contraceptive pills; low levels of high-density lipoproteins (HDL) and high levels of low-density lipoproteins (LDL) in the blood; and elevated levels of total cholesterol. Because there are several symptoms common to heart attacks and more trivial discomforts, some people mistake heart-related symptoms for other diseases and tend to ignore them. Symptoms such as indigestion, gas, nausea or profuse sweating for no apparent reason may sometimes signal a heart attack. Other warnings include tightness in the chest, pain radiating down either or both arms, persistent pain between the shoulders, neck pain or pain radiating into the lower jaws or teeth.

Sometimes a person suffering a heart attack may look ashen, his face almost transfigured, and he may experience mortal dread or great fear. Some rhythm disturbances such as skipped beats or extra beats may also indicate heart disease. Everyone has occasional extra beats, but frequent missed or extra beats may be cause for concern.

A question often asked of doctors is, "What is exactly a heart attack?" Simply stated, it is the death of part of the heart muscle occurring after a sudden, local blockage of the blood circulation in the coronary arteries. According to Drs. Jesse E. Edwards and Bernard Goott, co-authors of *The Illustrated Coronary Fact Book*, "Heart attacks may be understood in terms of oxygen bankruptcy. Individuals go financially bankrupt if either of two conditions is present: (1) they have no income or (2) they spend more money than they receive. The same principles apply to heart muscle. If the heart muscle (1) receives no blood or (2) uses more oxygen than it receives, it can achieve a state of oxygen bankruptcy."

When the heart muscle reaches this state, two basic types of attacks may occur. One is a major malfunction of the electrical system responsible for the heart's beating action, which usually results in sudden death. The other- acute myocardial infarction- is the death of an

area of the heart muscle which may cause sudden death, but usually allows a person enough time to receive attention and survive.

Some heart attacks are labeled “silent” attacks because they aren’t accompanied by the severe, unrelenting pain often associated with heart attacks. Such attacks may be characterized by general malaise, fatigue, shortness of breath, or no symptoms at all. Of 1000 patients recently tested, one-third had no warning prior to the attacks. Some of these had symptoms such as gas or indigestion, however, which they did not consider to be serious.

With any heart attack, and under all circumstances in which an attack might occur, the greatest danger of death is in the three hours after symptoms develop. A person with characteristic symptoms should seek immediate medical attention. Statistics show that the person receiving aid within three hours has an 80 percent or more chance to survive a heart attack.

4.1 Principles of Evaluation of Genre Objectives

Lynch (1997) provides a framework for the evaluation of a text in relationship to many objectives which he refers to as the Context Adaptive Model (CAM). Such procedure can serve as a checklist of concerns for the evaluation.

- (a) Determine the purpose of the text: an evaluation starts with a purpose, or purposes, and this is established, initially, by the writer and her/his objectives that s/he assigns to the text. It should be focused on the judgmental nature of the evaluation, but it can also be thought of as exploratory and discovery-oriented as well. The evaluation is interested in how a text is working as well as whether or not it has achieved some sort of standard for success. The parameters that should be taken into account are the feasibility of objectives and priorities for goals in terms of time and resources.
- (b) Determine what is being evaluated: within this perspective, the context inventory such as the social and political background of the text and the important themes and issues that have been developed. A meaningful and explanatory framework should be provided by the genre analyst.
- (c) Select a design and collect data: the evaluation of text objectives should carefully choose the most significant and informative data (or material) within the genre under scrutiny. The preferred evaluation approach is mixed strategies, for example, quantitative analysis of qualitative data or mixed design, such as positivistic or naturalistic.
- (d) Genre analyst’s interpretation of text objectives: sometimes the procedure is referred to as Multiple Perspective Negotiation. This indicates an approach designed to enhance validity (from the naturalistic perspective) and make the interpretation more relevant and understandable (Lynch, 1997).

Case Study. Exercise 1. Indicate the type of communicative competence the FL speaker would need to interpret each sample below. Please justify your choice.

- (1) Would you please clear the air!
- (2) To have and to hold, from this day forward, for better, for worse, for richer, for poorer, in sickness and in health.
- (3) Young man: "I've some apprehensions of the future."

Dad: "Feed your faith and your fears will starve to death!"

- (4) She lives on herself but by herself.
- (5) Liz: "Look, the best fashion designer made these dresses!"

Jane: "Did you say the best?"

- (6) You can find everything in Harrods!
- (7) On a children's medicine: Do not drive or operate machinery.
- (8) Abdul Kadir (Malay student in the USA): "Hello! How are you? I prayed Allah for your safety. Work hard, diligent and trustworthy!"

Jennifer (American student): "You sound like my mum!"

Exercise 2. Indicate the function of the genre in the following samples, and support your answer by one linguistic feature from each of the extracts.

- (1) "Dreaming of sapphire waters? Our club PRIVATSEA grants you access to the finest yachting lifestyle!"
- (2) "The density of a substance is defined as its mass per unit. The most obvious way to determine the density of a solid is to weigh a sample of the solid and then find out the volume."
- (3) "The next train to arrive at platform 2 will be the 15,01 to Newport calling at Filton. Passengers for Newport and all stations to Cardiff are advised to catch the train leaving platform 6 at 15,25 and change at Bristol Parkway."
- (4) "Guayota was a Manitou, the spirit of the volcano, and he needed something with him that tied him to the Dragon Islands. He'd say that the creature I'd killed, his child, was immortal."

Exercise 3. Analyze the following passage in terms of objectives and expressed opinions. Penny Woolcock takes a withering look at the Youth Training Scheme.

The Idiot's Guide to Work

The launching of the Youth Training Scheme was heralded as the silver lining to the present recession. Apparently, the pledge made by the 1945 Education Act to provide further education and training for every school leaver is to be fulfilled by a Government hardly renowned for its commitment to qualify education for the underprivileged.

The publicity surrounding YTS has been as peculiarly uncritical as it has been unspecific about the contents of its program. The new schemes are proclaimed to be substantially different from both Work Experience and Youth Opportunity Schemes and newspaper articles deplore the fate of those youngsters, unfortunate enough to have been born a year too early. In the past, school leavers may have been hastily scraped off the unemployment register by riot scaremongers and set to sweeping floors and stacking shelves under the auspices of the now discredited WEEP and later the New Improved YOP but now, it seems, times have changed. Each step has involved a considerably larger adult bureaucracy, which has incidentally turned youth unemployment into one of the few growth industries for amateur ideologues, administrators and supervisors.

Technically, trainees still occupy the same anomalous position. They are neither employed, unemployed nor students. All the punitive trappings of employment are there without any legislative protection. They are paid an allowance of £25 for an 40-hour week which can be docked for bad behavior or poor timekeeping, they can be suspended or sacked without redress, and at the end of a year they are unceremoniously thrown back on the dole.

The trade unions have alternatively attempted to black their entry into organized workplaces or ignore them, but no concerted attempt has been made to champion the cause of the five million teenagers who have already accepted these conditions as representative of working life.

On the ground the situation varies enormously. It will essentially continue to reflect the character and outlook management teams.

Some are controlled by lick 'em-into-shape Colonel Blimps with fond memories of the national service, while on the other end of the spectrum there has been a great deal of larking about with video cameras and churning out fanzines. Then, as now, teenagers may spend some time on projects crawling over village halls with pots of paint, some in workshops, smoking rollups and messing about with one soldering iron between ten of them, and some on placements in industry or community services where they may become discouraged if staffing levels are adequate and they have nothing useful to do, or irritated because they are expected to work as hard as everyone else for less money.

YTS is to be unifying lick of paint which disguises the chaos, even if it does not transform it. MSC *aparatchiks* earnestly passing the jargon down the line: the eight elements: induction courses (showing trainees where the toilet facilities are and how to shake hands); on the job training (WEEP under a new name); off-the-job training (“just say it’s anything that isn’t actually getting on with it,” said one exasperated official finally); assessment systems; workshop tasters (messing about for two weeks or less); proficiency check lists; core profiles; log books; guidance counselling.

And most important of all basic transferable skills. In this age of new technology, we all need a package of skills which can easily be adapted as jobs change and Dagenham becomes Silicon Valley. Impressive enough, you may say until you see the skills checklist.

“Non-powered moving of equipment,” has been in a manual workers’ skills package since time immemorial and there were no schemes around to retrain the Irish navies who moved on to the railways when the canal building era came to an abrupt end.

Given a voluntary and captive audience of young people desperate for something interesting to do, clearly a more thoughtful and creative approach is called for than a crude containing exercise masquerading as something else.

However, the bureaucrats have retreated to the world they like best and elaborately administered what was already available to a baffling extent. Instead of making sense of a botched up system and developing its positive aspects they decided to engage in a legitimizing exercise by placing a grid over YOP which itemizes in ludicrous detail the boring menial tasks expected of trainees along with many of the daily routines and social intercourse we all engage in as a matter of course anyway.

In order to make sure that perfection cannot be guaranteed by turning up fairly regularly and knowing where the toilet facilities are, the grid is capable of infinite expansion. A toddler may happily use a pair of scissors but assessing a sixteen-year-old on “cutting with two meeting blades iron-powered” sounds much more important.

Trainee Centered Reviewing is now all the rage, and adults with large salaries labor long and hard producing reams of sheets covered with proficiency check lists of basic and specific vocational skills. Basic skills include “asking questions, answering questions, advising others, persuading others and holding a conversation with (a) fellow workers, (b) supervisor, (c) senior to supervisor, (d) job applicants, (e) patients, (f) clients, (g) general public, (h) public in official capacity, (i) work people outside and (j) (mysteriously) “other” sorts of people. Apart from the highly suspect intrinsic value of these questionnaires there is also the ethical question of amassing files on young people based entirely on the opinion of individuals with their own prejudices and communication difficulties.

Specific vocational skills are even more laughable. A canteen assistant, for example, is judged on whether s/he can use the following tools and equipment “not at all,” “with help,” “limited,” or “good”: Oven; grill; fridge-freezer and toaster. They will also be assessed on

whether they can: cut, fold, whisk, mix, stir, sieve, grate or pour. No haute cuisine here mate.

We are in the middle of not only an economic recession but a labor market which is being revolutionized by new technology and will never recover many of the manual jobs previously available to unqualified teenagers.

Those which remain will require de-skilled and robotized workers prepared to put up with unlimited tedium for a living wage. This is implicitly recognized by one of YTS's prize projects, a factory in which 300 hapless trainees busily assemble an artefact which another 300 assiduously take apart further up the line.

This is madness. First we support a state education system which heavily discriminated against working class children, content to teach them to sit still and learn the consequences of disobedience for eight hours a day- after all nothing will be required of them in adult life. Then we tell them that having failed them through school in preparation for mindless employment, the jobs are not there after all and that in any case they need more practice pressing buttons, cleaning chamber pots and shoveling mud before they are quite ready for ... what?

Clare Short has suggested that full time educators in the colleges of education could make a useful contribution to the "off-the-job" training. Unfortunately, this option has been tried and proved to be singularly unsuccessful. Up and down the country trainees have refused to attend the dreaded "college day," preferring to lose a day's pay rather than be patronized and humiliated. Faced with groups of widely differing interests and abilities whose only common factor is unemployment, the CFE's resorted to the same trick YTS has played in the first place. Back to rigid boring timetables which take no account of the young people at all.

Typically, the trainees endure a bit of basic woodwork or cookery coupled with an hour in the gym and a "life and social skills" session. Apparently, a great deal of work awaits policy-makers and educators!

Exercise 4. Select any 10 of the following sayings or wise words and then write a medium length paragraph explaining the philosophy, theory or wisdom of the author.

- (1) Socrates (e. 470-399 BC) 'The unexamined life is not worth living.' Quoted by Plato in his *Apology*.
- (2) Plato (427-347 BC) 'Philosophy begins in wonder.' *Theaetetus*.
- (3) Aristotle (384-322 BC) 'Human good turns out to be the active exercise of the soul in conformity with excellence or virtue... But this activity must take place throughout a complete life-time, for one swallow does not make a summer, any more than one fine day.' *Nicomachean Ethics*.
- (4) Seneca (4 BC-AD 65) 'That man lives badly who does not know how to die well.' *On Tranquility of the Mind*.

- (5) Epictetus (55-135) 'But what is philosophy? Does it not mean making preparation to meet the things that come upon us?' *Discourses*.
- (6) Marcus Aurelius (121-80) 'Consider that everything which happens, happens justly, and if thou observest carefully, thou wilt find it to be so.' *Meditations*.
- (7) St Augustine of Hippo (354-430) 'Grant me chastity and continence, but not yet.' *Confessions*.
- (8) St Anselm (1033-1109) 'For this also I believe, that unless I believe, I shall not understand.' *Proslogion*.
- (9) Averroes (1126-98) 'Since philosophy is true and the revealed scriptures are true, there can be no disharmony between them.' *The Harmony of Religions and Philosophy*.
- (10) Roger Bacon (e. 1214-92) 'There are two ways of acquiring knowledge, one through reason, the other by experiment.' *On Experimental Science*.
- (11) Thomas Aquinas (1225-74) '..... for the knowledge of any truth whatsoever man needs Divine help.' *Summa Theologica*.
- (12) Desiderius Erasmus (1466-1536) 'Among the blind the cross-eyed man is king.' *Adages*.
- (13) Niccolo Machiavelli (1469-1527) 'It is much safer to be feared than loved when, of the two, either must be dispensed with.' *The Prince*.
- (14) Thomas Hobbes (1588-1679) 'The life of man is solitary, poor, nasty, brutish, and short.' *Leviathan*.
- (15) René Descartes (1596-1650) 'I think, therefore I am.' *Discourse on Method*.
- (16) John Locke (1632-1704) 'We can have knowledge no further than we have ideas.' *An Essay Concerning Human Understanding*.
- (17) Baruch Spinoza (1632-77) 'A free man is one who lives under the guidance of reason, who is not led by fear, but who directly desires that which is good.' *Ethics*.
- (18) Gottfried Wilhelm Leibniz (1646-1716) 'Nothing happens without a sufficient reason, why it should be so, rather than otherwise.' Letter to Samuel Clarke, *A Collection of Papers*.
- (19) George Berkeley (1685-1753) 'To be is to be perceived.' *A Treatise Concerning the Principle of Human Knowledge*.
- (20) Voltaire (1694-1778) 'Doubt is not a pleasant condition. But certainly is an absurd one.' Letter to Frederick the Great, 28 November 1770.
- (21) David Hume (1711-76) 'The great advantage of the mathematical sciences above the moral consists in this, that the ideas of the former, being sensible, are always clear and determinate.' *An Enquiry Concerning Human Understanding*.

(22) Jean-Jacques Rousseau (1712-78) 'Man is born free, and everywhere he is in chains.' *The Social Contract*.

(23) Immanuel Kant (1724-1804) 'Act only on what maxim whereby thou canst at the same time will that it should become a universal law.' *Groundwork of the Metaphysic of Morals*.

(24) Jeremy Bentham (1748-1832) 'The greatest happiness of the greatest number is the foundation of morals and legislation.' *The Commonplace Book*.

(25) George Wilhelm Friedrich Hegel (1770-1831) 'What is rational is real and what is real is rational.' *The Philosophy of Right*.

(26) Arthur Schopenhauer (1788-1860) 'Every man takes the limits of his own field of vision for the limits of the world.' *Studies in Pessimism*.

(27) John Stuart Mill (1806-73) 'Bad men need nothing more to compass their ends, than that good men should look on and do nothing.' Inaugural address delivered at St Andrews University, 1867.

(28) Soren Kierkegaard (1813-55) 'Knowledge has a relationship to the knower, who is essentially an existing individual, and that for this reason all essential knowledge is essentially related to existence.' *Concluding Unscientific Postscript to Philosophical Fragments*.

(29) Karl Marx (1818-83) 'The philosophers have only interpreted the world in various ways. The point however is to change it.'

(30) Friedrich Nietzsche (1844-1900) 'What I understand by "philosopher": a terrible explosive in the presence of which everything is in danger.' *Ecce Homo*.

(31) Bertrand Russell (1872-1970) 'Mathematics, rightly viewed, possesses not only truth, but supreme beauty- a beauty cold and austere, like that of sculpture.' *The Study of Mathematics*.

(32) G. E. Moore (1873-1958) 'All moral laws are merely statements that certain kinds of actions will have good effects.' *Principia Ethica*.

(33) Martin Heidegger (1889-1976) 'The most thought-provoking thing in our thought-provoking time is that we are still not thinking.' *What is Called Thinking?*

(34) Ludwig Wittgenstein (1889-1951) 'Whereof one cannot speak, thereof one must be silent.' *Tractatus Logico-Philosophicus*.

(35) Gilbert Ryle (1900-1976) 'The dogma of the ghost in the machine (referring to Cartesian dualism).' *The Concept of Mind*.

(36) Karl Popper (1902-94) 'It is very hard to learn from very big mistakes.' *The Open Society and its Enemies*.

(37) Jean-Paul Sartre (1905-80) 'Man, being condemned to be free, carries the weight of the whole world on his shoulders; he is responsible for the world and for himself as a way of being.' *Being and Nothingness*.

(38) A. J. Ayer (1910-89) 'The criterion which we use to test the genuineness of apparent statements of fact is the criterion of verifiability.' *Language, Truth and Logic*.

(39) Michel Foucault (1926-84) 'What is philosophy today if it does not consist in, instead of legitimizing what we already know, undertaking to know how and how far it might be possible to think otherwise? *The Use of Pleasure*.

(40) Jacques Derrida (1930-2004) 'There is nothing outside of the text.' *Of Grammatology*.
(Levene, 2013)

4.2 Text and Context and Foreign Language Teaching

4.2.1 Context as Knowledge

Speech act theory and pragmatics both view context in terms of knowledge: what speakers and hearers can be assumed to know (e.g. about social institutions, about others' wants and needs, about the nature of human rationality) and how that knowledge guides the use of language and the interpretation of utterances.

4.2.1.1 Speech Act Theory and Context

People can use language to do things- to perform speech acts- because the rules through which speech acts are realized are part of linguistic competence. This abstract knowledge of text and context is what allows us to identify different types of speech acts at both a general level (e.g. directives, commissives) and a specific level (e.g. questions, offers).

Study Text: Speech Acts: An Essay in the Philosophy of Language. J.R. Searle (1969). Comments by J.Mc H. Sinclair and R.M. Coulthard.

"A crucial distinction made in this work is between the 'sentence' and the 'act' it used to perform. The unit of linguistic communication is not the symbol, word, or sentence, but the production of those in the performance of an act. Searle sees a theory of language as part of a theory of action, requiring for completeness the study of the role of formal features in speech acts, to complement the independent study of form. The performance of speech acts, it is hypothesized, is made possible by certain rules for the use of linguistic elements. In equating rules for performing speech acts with rules of meaning of sentences, Searle denies the usual divorce or exclusive concentration on either sentence meaning or the

situated use of expressions. It is insisted against behaviorist theories of language use, that a speech act is performed in virtue of the conventional meaning of the sentence used. Philosophy, however, is not concerned with the conventional devices for promising, requesting and so on, in a particular language. Searle suggests that those devices include performative verbs, for example 'I promise', intonation, stress and word-order, but he is concerned with underlying device to count as the undertaking of an obligation. The resulting analysis of speech acts is thus in terms of the circumstances, intentions and expectations which must hold, universally, for a sentence, including conventional promising devices to act as a promise. Searle expects that, specifications of those presuppositions for the innumerable varieties of speech acts we can refer to with performative verbs such as 'threaten', 'greet', 'request', etc., will be able to be organized into sets of core specifications in which will provide a basis for grouping speech acts."

4.2.2 Context as Situation and Knowledge

There are two other approaches to discourse- interactional sociolinguistics and the ethnography of communication- incorporate situational analyses into their view of context.

4.2.2.1 Interactional Sociolinguistics and Context

One of the main features of this approach is that it provides a richly textured view of social interaction and social situations. The contexts upon which interactional sociolinguistics focus are both internal and external to the individual, the well-known formulation of the sociological "fathers" of interactional sociolinguistics: "if men define situations as real, they are real in their consequences."

4.2.2.2 Ethnography of Communication and Context

The ethnography of communication combines cultural knowledge and the social and linguistic practices for which it provides. It views context as both cognitive (what we know, embedded in our communicative competence) and social (the social and cultural components that combine to define communicative events).

4.3 Context as Situation and Text: Variation Analysis

Variation analysis also considers context as situation, yet it divides situation into separate components as a subset of those in Hymes' s SPEAKING grid: the social situation (setting and scene), the participants (their social identities, such as gender, age, ethnicity), and the key (formal or informal, careful or casual style of speaking).

4.4 Context as Knowledge, Situation, and Text: Conversation Analysis

Conversation analysis is an approach to discourse that inherits from ethnomethodology the goal of accounting for the common-sense knowledge that members have for constructing talk. Thus, social action not only displays knowledge (the speech act view), but is critical to the creation of knowledge: one's own actions produce and reproduce the knowledge through which individual conduct and social circumstance are intelligible. Language enters into the mutually constitutive relationship between action and knowledge: speakers produce utterances assuming that hearers make sense out of them by the same kind of practical reasoning and methodic contextualizing operations that they apply to social conduct in general (Schiffrin, 2005).

Case Study: Analyze the following passages indicating the possible contexts in which they have been elaborated and the objectives that have been assigned to the texts.

Passage 1.

Deliberate Deception

Usually when victims turn perpetrators, they are unaware of what they are doing. That is the case with the American public today. Most people believe that terrorism poses a threat to our personal and national existence and that in waging war on terrorism we are acting in self-defense. The idea that we may have been transformed from victims to perpetrators must be rather shocking to most of us.

By contrast, the advocates of American supremacy within the Bush administration knew what they were doing when they advised President Bush to declare war on terrorism. This can be most clearly demonstrated in the case of Iraqi invasion/ As mentioned earlier, many of the key players in the Project for the New American Century argued for invading Iraq as early as 1998 in an open letter to President Clinton. After September 11, 2001, they claimed that Saddam Hussein was in possession of weapons of mass destruction and had links with al Qaeda. They were prepared to argue the case even if it involved deception and outright lies.

Clearly, there must have been other reasons for invading Iraq; otherwise, the neocon ideologues would not have advocated it as early as 1998. Those reasons remained unspoken. The invasion of Iraq had to be fitted into the context of the war on terrorism because that is what President Bush claimed a mandate to fight. The campaign of misinformation was led by President Bush personally, although he may also have been deceived by the people around him; one statement does not exclude the other. The debate on Iraq was entirely stilted. The possibility that the United States was motivated by considerations such as ensuring the flow of oil supplies could not even be mentioned, because it would have been regarded as unpatriotic or worse.

The war on terrorism as pursued by the Bush administration cannot be won, because it is based on false pretenses. The war on terrorism is more likely to bring about a permanent state of war. Terrorists are invisible; therefore, they will never disappear. They will continue to provide a convenient pretext for the pursuit of American supremacy by military means. That pursuit, in turn, will continue to generate resistance, setting up a vicious circle of escalating violence.

In this respect, there is a parallel between the war on terrorism and the war on drugs. The remedy is inappropriate to the disease. In the case of drugs, we are confronted by a public health problem, not a problem of crime. The public health problem cannot be properly addressed if we treat drug addicts as criminals. In the case of terrorists, we *are* dealing with a crime. We need detective work, good intelligence, and cooperation from the public, not military action. In both cases, waging war is a false metaphor that can be used to justify repressive measures (Soros, 2004).

Passage 2.

Of Studies

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgement and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one: but the general counsels, and the plots and marshalling of affairs come best from those that are learned. To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgement wholly by their rules, is the humor of a scholar: they perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments and the meaner sort of books; else distilled books are, like common distilled waters, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man; and, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend: Abeunt studia in mores; nay, there is no stand or impediment in the wit, but may be wrought out by fit studies: like as diseases of the body

may have appropriate exercises, bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head and the like; so is a man's wit be wandering, let him study the mathematics; for the demonstrations, if his wit be called away never so little, he must begin again; if his wit be not apt to distinguish or find difference, let him study the schoolmen; for they are Cymini sectores. If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases: so every defect of the mind may have a special receipt. **Francis Bacon (1561-1626).**

Passage 3.

Living Together vs. Going It Alone

Most Westerners, or at any rate most Americans, are confident that the following generalizations apply to pretty much everyone:

- Each individual has a set of characteristic, distinctive attributes. Moreover, people *want* to be distinctive- different from other individuals in important ways.
- People are largely in control of their own behavior; they feel better when they are in situations in which choice and personal preference determine outcomes.
- People are oriented toward personal goals of success and achievement; they find that relationships and group memberships sometimes get in the way of attaining these goals.
- People strive to feel good about themselves; personal successes and assurances that they have positive qualities are important to their sense of well-being.
- People prefer equality in personal relations or, when relationships are hierarchical, they prefer a superior position.
- People believe the same rules should apply to everyone- individuals should not be singled out for special treatment because of their personal attributes or connections to important people. Justice should be blind.

Besides, there are four elements of parsing the distinction between relatively independent or relatively interdependent societies:

- Insistence on freedom of individual action vs. a preference for collective action.
- Desire for individual distinctiveness vs. a preference for blending harmoniously with the group.
- A preference for egalitarianism and achieved status vs. acceptance of hierarchy and ascribed status.
- A belief that the rules governing proper behavior should be universal vs. a preference for particularistic approaches that take into account the context and the nature of the relationships involved.

The Non-Western Self.

There is an Asian expression that reflects a cultural prejudice against individuality: “The peg that stands out is pounded down.” In general, East Asians are supposed to be less concerned with personal goals or self-aggrandizement than are Westerners. Group goals and coordinated action are more often the concerns. Maintaining harmonious social relations is likely to take precedence over achieving personal success. Success is often sought as a group goal rather than as a personal badge of merit. Individual distinctiveness is not particularly desirable. For Asians, feeling good about themselves is likely to be tied to the sense that they are in harmony with the wishes of the groups to which they belong and are meeting the group’s expectations. Equality of treatment is not assumed nor is it necessarily regarded as desirable.

The rules that apply to relationships in East Asia are presumed to be local, particular, and well specified by roles rather than universal. In those countries everyone has clear obligations in a given context and you don’t thank people for carrying out their obligations. Choice is not a high priority for most of the world’s people. And Asians do not necessarily feel their competence as a decision maker is on the line when they do have to make a choice.

As philosopher Donald Munro put it, East Asians understand themselves “in terms of their relation to the whole, such as the family, society, Tao Principle, or Pure Consciousness.” The person participates in a set of relationships that make it possible to act and purely independent behavior is usually not possible or really even desirable. Since all action is in concert with others, or at the very least affects others, harmony in relationships becomes a chief goal of social life.

Some linguistic facts illustrate the social-psychological gap between East and West. In Chinese there is no word for “individualism.” The closest one can come is the word for “selfishness;” The Chinese character jèn- benevolence- means two men. In Japanese, the word “I”- meaning the trans-situational, unconditional, generalized self with all its attributes, goals, abilities, and preferences- is not often used in conversation. Instead, Japanese has many words for “I”, depending on audience and context.

The very real differences among Eastern cultures and among Western cultures, however, should not blind us to the fact that the East and West are in general quite different from each other with respect to a great many centrally important values and social-psychological attributes (Nisbett, 2003).

Passage 4.

The Rise of Islamic State

The self-proclaimed caliphate, Islamic State of Iraq and the Levant (ISIL), is also known as the Islamic State of Iraq and Syria (ISIS and Daesh). It is an extremist militant group led by and mainly consisting of Sunni Arabs from Iraq and Syria, its self-styled status as a

caliphate allowing it to lay claim to religious, military and political authority over all the world's Muslims.

It was founded by the Jordanian militant Islamist Abu Musab al-Zarqawi (1966-2006) in 1999 and made a name for itself in the Iraq insurgency for its suicide bomb attacks on Shia mosques. In 2004, it pledged allegiance to al-Qaeda, continuing its attacks on security forces, civilians, foreign diplomats and soldiers. On 7 June 2006, al-Zarqawi was killed in a drone attack and was succeeded by the Egyptian radical, Abu Ayyub al-Masri (1968-2010). The United States reckoned in 2007 that al-Qaeda in Iraq (AQI), one of the names it used at the time, was planning to create a Sunni caliphate in central and western Iraq. US troops eliminated a number of high-ranking AQI members that year and in the next year it suffered a number of defeats and declined in power. In 2010, al-Masri was killed along with another senior organization figure, Abu Omar Baghdadi (?-2010), by US forces. At the time it was reported by a US general that around 80 per cent of the Islamic State in Iraq's leaders had been killed. The Iraqi Abu Bakr al-Baghdadi (b. 1971)- a man with a \$10 million reward on his head- took over and remains the leader.

Following the outbreak of the Syrian Civil War, Baghdadi began sending Iraqi ISI members to establish the organization there. It became known as Jabhat al-Nusra (al-Nusra Front) and rapidly became an important force for those who were opposed to Syrian President Assad. At this point there was some confusion as Baghdadi released a statement announcing the merger of ISI and the al-Nusra Front but the latter organization's leader, Abu Muhammad al-Julani (b. 1974 or 1981), said he knew nothing about any merger. The Arabic television Al Jazeera released a letter by the al-Qaeda leader Ayman al-Zawahiri in which he disapproved of such a merger but al-Baghdadi announced that, despite this, the merger was happening. The internal struggle continued for some time until eventually al-Qaeda announced that it had split with the Islamic State of Iraq and the Levant, as ISI was now known. Al-Nusra carries on its fight to depose Assad but ISIL is more focused on conquering territory in order to create an Islamic state, attacking other sectarian groups and imposing Shariah law as soon as it has taken over an area. Meanwhile, a series of gruesome beheadings of kidnapped Westerners by ISIL has horrified and disgusted the world.

On 29 June 2014, ISIL proclaimed itself a worldwide caliphate with Abu Bakr al-Baghdadi as caliph. The fighting in both Iraq and Syria continues and in October 2014 ISIL fighters were reported to have advanced to within 16 miles of Baghdad Airport. Their war has now stretched into Libya with the capture in 2014 of the Libyan city of Derna. Other militant groups such as the Egyptian Ansar Bait al-Maqdis and the Nigerian Boko Haram have sworn allegiance to ISIL and recruitment takes place across the Arab world and elsewhere. Airstrikes by a US-led coalition began in August 2014, an initiative described by President Barak Obama (b. 1961) as a 'long-term project'. By July 2015, the Coalition had flown more than 44,000 sorties against ISIL (Kerr, 2016).

Passage 5.

Bell's Telephone

This story has run too far ahead, and the thread must be taken up once more in the last quarter of the nineteenth century. In 1876 Alexander Graham Bell (1847-1922) was granted his first patent for a telephone: the instrument applies of both acoustics and electricity.

The impact of sound on a diaphragm (which is best made of fairly elastic metal) can transform a sound wave into movement, with the same mathematical profile: following the induction principle established by Faraday, connecting the diaphragm to a magnetic core, free to move up and down in the inside a coil of wire, will generate an electric current, with the same profile (but 90° out of phase).

This can then be transmitted over a distance to a similar instrument, where the current received causes the diaphragm to vibrate in phase, causing sound waves identical to those impacting on the diaphragm of the sender. In principle no outside source of power is needed. In practice telephones work on a low-voltage direct current supplied by batteries: the magnetic system of the sender is then replaced by a pack of carbon granules, whose electrical resistance varies in phase with the movement of the diaphragm. The variations in the current are then taken up by the diaphragm at the receiving end, with the same result as before.

Edison's Electric Light

The carbon microphone, which has decisive technical advantages, was the invention of Thomas Edison (1847-1931), one of the most profile inventors ever. His most useful invention was the electric light bulb: the underlying principle is basic in the transformation of energy from one medium to another. An electric current generates its own energy, according to an elementary formula: volts x amps = watts, all units, familiar in any household connected to mains electricity. This energy can be transformed into mechanical power, heat or light, for countless different uses.

The problem with light is that although a wire carrying an electric current can become incandescent, in normal circumstances the radiated energy will take the form of heat- as with an electric fire (where the glow of the elements is a very poor source of illumination). To be useful as a source of light, the temperature in the wire must be much higher: the problem then is that the wire will immediately be subject to combustion- simply as the result of the chemical processes investigated by Lavoisier a century before Edison. (The process is instantaneous as can be seen when the glass of a light-bulb is broken.)

Edison saw that placing a wire with very high resistance inside a glass bulb containing a vacuum could solve this problem. Without oxygen there would be no combustion, so that there was no upper limit to the temperature of the wire: this could be raised to a point of incandescence where the electromagnetic waves emitted were mainly of light frequency. The ideal effect comes from a long thin wire, which is the essence of the coiled coil light

filament. Edison's invention (1879) preceded Hertz's discovery of electromagnetic waves, so his understanding of the underlying theory of his invention was inevitably one-sided. Even so, it was still sufficient, although following Ramsay's discovery of the inert gas argon in 1894, this for technical reasons came to replace the vacuum in the light bulb (Crump, 2001).

Passage 6.

Rule 4. Compare Yourself To Who You Were Yesterday, Not To Who Someone Else Is Today.

The Internal Critic.

No matter how good you are at something, or how you rank your accomplishments, there is someone out there who makes you look incompetent. Inside us dwells a critical internal voice and spirit that knows all this. It's predisposed to make its noisy case. It condemns our mediocre efforts. It can be very difficult to quell. Worse, critics of its sort are necessary. Things and people differ importantly in their qualities. We are not equal in ability or outcome, and never will be. A very small number of people produce very much of everything. The winners don't take all, but they take most, and the bottom is not a good place to be. People are unhappy at the bottom. They get sick there, and remain unknown and unloved. They waste their lives there. They die there. In consequence, the self-denigrating voice in the minds of people weaves a devastating tale. Life is a zero-sum game. Worthlessness is the default condition. What but willful blindness could possibly shelter from such withering criticism? It is for such reasons that a whole generation of social psychologists recommended "positive illusions" as the only reliable route to mental health. Their credo? Let a lie be your umbrella. A more dismal, wretched, pessimistic philosophy can hardly be imagined: things are so terrible that only delusion can save you. Here is an alternative approach (and one that requires no illusions). If the cards are always stacked against you, perhaps the game you are playing is somehow rigged (perhaps by you, unbeknownst to yourself). If the internal voice makes you doubt the value of your endeavors- or your life, or life itself- perhaps you should stop listening. If the critical voice within says the same denigrating things about everyone, no matter how successful, how reliable can it be? Maybe its comments are chatter, not wisdom. *There will always be people better than you-* that's a cliché of nihilism, like the phrase, *In a million years, who's going to know the difference?* The proper response to that statement is not, *Well, then, everything is meaningless.* It's, *Any idiot can choose a frame of time within which nothing*

matters. Talking yourself into irrelevance is not a profound critique of Being. It's a cheap trick of the rational mind (Peterson, 2018).

Passage 7.

The Skin Is A Social Organ

Warsaw, 1915.

The powerful effects of culture, gender, and social situation on interpersonal touch perception raise a crucial question. How can the very same sensation (say, a brief arm-round-the-shoulder squeeze) delivered with the identical pressure and dynamics and leading to precisely the same signals conveyed to the brain from the skin and muscles give rise to such different perceptions in the people experiencing it? Importantly, it's not that such sensations feel the same to all individuals at the moment they experience them, but are then interpreted differently upon reflection. Rather, they actually feel different from the very first instant they can be consciously detected. The tactile perception of an around-the-shoulder squeeze from a domineering boss feels fundamentally different from the same gesture received from a good friend, which in turn feels different from that of a lover. The raw stuff of tactile sensation must be combined with the imprints of our life experience-starting in the womb and continuing to the present moment, soaking up culture and gender roles and personal history along the way- to ultimately produce our highly nuanced perception of social touch. This combination of the past with the present has to take place within about a tenth of a second. Now our task will be to explore how the biology of skin, nerves, and brain underlies this crucial integrative aspect of our lives as social animals (Linden, 2013).

Passage 8.

Worthy and Unworthy Victims

A propaganda system will consistently portray people abused in enemy states as *worthy* victims, whereas those treated with equal or greater severity by its own government or clients will be *unworthy*. The evidence of worth may be read from the extent and character of attention and indignation. The U.S. mass media's practical definitions of worth are political in the extreme and fit well the expectations of a propaganda model. While this differential treatment occurs on a large scale, the media, intellectuals, and public are able to remain unconscious of the fact and maintain a high moral and self-righteous tone. This is evidence of an extremely effective propaganda system.

Quantitative Aspects of Coverage of Worthy Victims:

- Fullness and reiteration of the details.
- Stress on indignation, shock, and demands for justice.

- The search for responsibility at the top.
- Conclusions and follow-up.

Qualitative Aspects of Coverage of Unworthy Victims:

- Misrepresentation of the victim's views.
- The loss of interest in responsibility at the top.
- Crime unavenged- or triumphant.
- Lack of indignation and insistent demands for justice.
- The lack of zeal in the search for villainy at the top.

As it can be easily observed, the media adherence to the state propaganda line is extremely functional. Some governments- like the state of Israel- could kill scores of thousands without major repercussion because the media recognized these victims (Palestinian civilians especially children, women and elderly people) were “unworthy” victims or “collateral damage”. So, today aid to state terrorism and the funding of attacks on “soft targets”, depend heavily on continued media recognition of “worth” and an appropriate legitimization and de-legitimization. As their (media streams) government sponsors terror in some states, the case of Israel and the U.S. is particularly “edifying”, we may fairly say that the U.S. mass media, despite their righteous self-image as opponents of something called terrorism, serve in fact as loyal agents of terrorism (Herman et al, 1988).

Passage 9.

Insulting Names

It's a funny thing, but Hitler wouldn't have called himself a Nazi. Indeed, he became quite offended when anyone did suggest he was a Nazi. He would have considered himself a National Socialist. Nazi is, and always has been an insult.

Hitler was head of the catchy-name *Nationalsozialistische Deutsche Arbeiterpartei* (National Socialist German Workers' Party). But, like the Cambridge University Netball Team, he hadn't thought through the name properly. You see, his opponents realized that you could shorten the word to Nazi. Why would they do this? Because Nazi was already an (utterly unrelated) term of abuse. It had been for years.

Every culture has a butt for its jokes. Americans have the Polacks, the English have the Irish, and the Irish have people from Cork. The standard butt of German jokes at the beginning of the twentieth century were stupid Bavarian peasants. And just as Irish jokes

always involve a man called Paddy, so Bavarian jokes always involved a peasant called Nazi. That's because Nazi was a shortening of the very common Bavarian name Ignatius.

This meant that Hitler's opponents had an open goal. He had a party filled with Bavarian hicks and the name of that party could be shortened to the standard joke name for hicks.

Imagine if a right-winger from Alabama started a campaign called **Red** States for the **Next** America. That's essentially what Hitler did.

Hitler and his fascists didn't know what to do about the derogatory nickname Nazi. At first they hated the word. Then, briefly, they tried to reclaim it, in roughly the way that some gay people try to reclaim old insults like *queer*. But once they got to power they adopted the much simpler approach of persecuting their opponents and forcing them to flee the country.

So refugees started turning up elsewhere complaining about the Nazis, and non-Germans of course assumed that this was the official name of the party. Meanwhile, all the Germans who remained in Germany obediently called them the *Nationalsozialistische Deutsche Arbeiterpartei*, at least when the police were listening. To this day, most of us happily go about believing that the Nazis called themselves Nazis, when in fact they would probably have beaten you up for saying the word.

So it all goes back to the popularity of the name Ignatius. The reason that Ignatius was such a common name in Bavaria is that Bavaria is largely Catholic and therefore very fond of St Ignatius of Loyola, founder of the Society of Jesus, better known as the Jesuits.

The Jesuits have been responsible for the educations of some of the most famous men in history: Fidel Castro, Bill Clinton, Charles de Gaulle, Cardinal Richelieu, Robert Altman, James Joyce, Tom Clancy, Molière, Arthur Conan Doyle, Bing Crosby, Freddie Mercury, René Descartes, Michel Foucault, Martin Heidegger, Alfred Hitchcock, and Georges Lemaitre.

And if the last name on that list is unfamiliar, it shouldn't be. Monsignor Georges Lemaitre was one of the most important scientists of the twentieth century. His great idea, which of course you haven't heard of.

That's because the theory of the Primeval Atom, is a name that never made it. It vanished, usurped by an insult.

The theory of the Primeval Atom asserts that the universe has not been around for eternity, and that instead it started off 13,7 billion years ago with all matter contained in a single point: The Primeval Atom. This point exploded and expanded, space cooled, galaxies were formed, et cetera et cetera.

Many people disagreed with this theory, including the British astronomer, Sir Fred Hoyle. He thought that the universe had always been around, and decided to undermine Lemaitre's theory by calling it something silly. So he racked his brains and came up with the silliest

name he could think of. He called it the *Big Bang Theory*, because he hoped that *Big Bang* captured the childishness and simplicity of the idea.

Names are not earned, they are given. Often the givers don't know what they're doing. Sometimes, it's simply a slip of a child's tongue (Forsyth, 2016).

Passage 10.

Genes Are Not Destiny

Take a four-month-old baby, put him in his baby seat, and show him a toy he's never seen before. Then after twenty seconds show him another one, followed twenty seconds by another, then another.

Some babies love this onslaught of novelty. And others hate it, crying so hard they shake in protest.

Babies who hate it share a trait that Harvard psychologist Jerome Kagan has studied for close to three decades. As toddlers, such children are wary of strange people and places—"inhibited," Kagan calls them. Once they reach school, their inhibition shows up as shyness. Such children's shyness, Kagan speculates, appears to be due to an inherited neurotransmitter pattern that makes their amygdala more excitable. These kids are hyper-aroused by startling things and novel events.

Kagan is among the most influential developmental psychologists to have emerged since Jean Piaget first keenly observed the shifts in cognitive abilities that his own children went through as they grew up. Kagan has the deserved reputation of a first-rate methodologist and thinker, combined with the rare gift of writing like a humanist. His books, with titles like *Galen's Prophecy*, suggest his fluency with philosophical as well as scientific issues.

So back in the late 1970s, when Kagan first pronounced that a trait of temperament like inhibition had biological causes, presumably genetic, many parents breathed a sigh of relief. The ethos of that time was just about every problem a child showed could be traced back to some error in parenting. A shy child had been cowed by overbearing parents; a bully was hiding his shame, induced by belittling parents, behind a gruff exterior. Even schizophrenics were the product of "double-bind" messages that meant they could never please their parents.

Kagan was a professor in the Harvard psychology department when I was a graduate student. The suggestion by a scientist as eminent as he that biological currents rather than psychological ones were at work in shaping temperament came as a revelation— one quite controversial in some Cambridge circles, as I remember. I heard murmurs in the elevator of William James Hall, which houses Harvard's psychology department, that Kagan had gone over to the biological thinkers— who were at the same time eroding the hold of

psychotherapists over the treatment of disorders like depression, which they had the audacity to suggest might have biological causes, too.

Now, decades later, that debate seems a quaint relic of a naïve age. The march of genetic science daily adds to the list of temperamental and behavioral habits that are managed by one bunch of DNA or another. Neuroscience, likewise, continues to discover just which neural circuitry goes awry in a given mental disorder, and what neurotransmitters seem out of whack when a child displays one or another temperamental extreme, from the “overly sensitive” child to the budding psychopath.

And yet, as Kagan always delighted in pointing out, it’s not that simple (Goleman, 2006).

Case Study: Critical Thinking and Genre Interpretation. Exercise 1. Analyze the following Arab proverbs and sayings in terms of careful evaluation and discussion of personal opinions.

- (a) When you sleep in a house your thoughts are as high as the ceiling, when you sleep outside they are as high as the stars. Bedouin proverb.
- (b) The Kurds have no friends but the mountains. Kurdish proverb.
- (c) When the shooting starts, climb on your camel and head for the mountaintops. Bedouin proverb.
- (d) Never trust a fool with a sword. Arab proverb.
- (e) But, Commander of the Faithful, there is a proverb that says ‘the more one has, the more one wants.’ Tales of the Arabian Nights.
- (f) Travelling- it gives you home in a thousand strange places, then leaves you a stranger in your own land. Ibn Battutah.
- (g) For years the Empty Quarter had represented to me the final, unattainable challenge which the desert offered. Wilfred Thesiger, *Arabian Sands*.
- (h) A foreigner should be well-behaved. Yemeni proverb.
- (i) Contentment is an inexhaustible treasure. Saudi proverb.
- (j) Who lives sees, but who travels, sees more. Ibn Battutah.
- (k) He that gives should not remember, he that receives should never forget. The Talmud.
- (l) When the sun shall be folded up; and when the stars shall fall; and when the mountains shall be made to pass away....and when the seas shall boil; and when the souls shall be joined again to their bodies....and when the books shall be laid open; and when the heavens shall be removed; and when hell shall burn fiercely; and when paradise shall be brought near: every soul shall know what it hath wrought. Holy Qu’ran.
- (m) Behold, I will liken you to a cedar in Lebanon, with fair branches and forest shade. Ezekiel 31:3, The Holy Bible.
- (n) Trust in dreams, for in them is hidden the gate to eternity. Kahlil Gibran.

(Wood, 2018)

Exercise 2. Analyze the following extract in relationship to religious trends in Islam explaining your personal point of view of the author's assertions.

Ibn Taymiyya and the Hanbali Tradition

The tradition of thought which derived from the teaching of Ibn Hanbal remained alive in the central Muslim countries, and particularly in Baghdad and Damascus. With many divergences among them, those who traced their intellectual ancestry to Ibn Hanbal were united in their attempt to maintain what they regarded as the true Islamic teaching, that of those who adhered strictly to God's revelation through the Prophet Muhammad. Against many dangers, Ibn Taymiyya took it as his mission to reassert the middle path of the Hanbalis: uncompromising in their affirmation of the principles of revealed truth, but tolerant of diversity within the community of those who accepted that truth: The Prophet has said, 'The Muslim is brother of the Muslim'...How then can it be permitted to the community of Muhammed to divide itself into such diverse opinions that a man can join one group and hate another one simply on the basis of presumptions or personal caprices, without any proof coming from God?...Unity is a sign of divine clemency, discord is a punishment of God.

God was one and many: one in His essence, many in His attributes, which should be accepted just as the Qur'an described them. The most significant of His attributes for human life was His Will. He had created all things out of nothing by an act of will, and had made Himself known to human beings by the expression of His Will in the scriptures revealed to the line of prophets which ended in Muhammad (Hourani, 1991).

Exercise 3. The following extract depicts the schemata and organization of governmental intelligence back to 500 BC with the Asian famous soldier and spy Sun Tzu till the present day treatment of information by world's intelligence services. Make a comparative analysis of the past and present in terms of procedures and not technological and modern means and materials.

Setting the Scene

Sun Tzu classifies his 'collection agents' into five main groups:

- (a) Local inhabitants.
- (b) Government officials in the enemy camp who would betray their government in order to stay in their jobs.
- (c) Enemy spies who could be 'turned' and doubled to play back disinformation.
- (d) Expendable agents who can be sacrificed to feed false information to the enemy.
- (e) Spies who can be relied on to penetrate the enemy, survive and report accurately from inside the enemy camp.

Interpretation Procedure of Modern Intelligence services

What does it all mean?

Once collated, information then has to be interpreted or processed. This analytic process is what turns information into intelligence. In its simplest terms this means that each bit of information is compared with all other existing information in order to answer four basic questions: 'Is it true?' 'Who is it?' 'What is it doing?' and, 'What does it mean?' On the objective answers to these deceptively simple questions the whole expensive intelligence effort can stand or fall.

Maddeningly for the technocrats, the human brain, with its flair, expertise, experience and intuition, cannot be bettered. Even the smartest computer cannot assess intentions. Interpretation remains firmly the province of the analyst who knows and understands the subject. In intelligence there is no substitute for linguists, country experts and experienced analysts. Ironically they are often the first to be sacrificed when defense cuts beckon and, irony of ironies, they are invariably the first to be missed when some unexpected crisis blows up and politicians demand, 'Action this day!' studiously ignoring the truth that you cannot grow an army of foreign linguists overnight (Hughes-Wilson, 2017).

Conclusion

In summary, contemporary genre analysis places the acts of communication in the context of individual and communal speech events. Whatever the genre of discourse, dialogue or conversation structure recapitulates the linguistic and sociocultural parameters of discourse construction and captures the dialectic between participants. In fact, discursive strategies of the genre move through argumentative and narrative deliberation. Furthermore, in genre analysis in oral communication (e.g. academic, political, or religious genres), diction is scrutinized, particularly in connection with phenomena like diction which suits a wide audience and familiar values, while syntax and prose rhythm suggest personal and introspective purpose. Parallels between the rhetorical forms (like metaphor or simile) and the concrete attainment of objectives are equally analyzed. Besides, contextual factors such as time, place and circumscribed action constitute primary concerns in genre analysis. On the whole, genre analysis is the kind of investigation which takes the experiential precedence over the theoretical contemplation.

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