Summary

In this paper we want to draw our attention to the importance of linking theory and practice in university education. We tried to monitor specialized language use in practice, its application for future employment and motivating factors for foreign language learning. We also try to find the self-study needs out of the educational system.

HETEROGENEOUSNESS OF GENRE ANALYSIS AND ITS POTENTIAL FOR GENRE WRITING TEACHING

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Genre analysis is not a homogeneous approach to text analysis but it offers a great potential for discourse analysis and analysis of different genres as such. At present, itis one of the "most important and influential concepts" in foreign language learning [Hyland 2004: 5],Johns[2002: 3] points out that genre analysis is useful especially for genre writing acquisition and brought about "a major paradigm shift in literacy research and teaching" [ibid.].

It can be claimed that genre analysis has an important role in pedagogical process and this potential,especially for the teaching of genre writing,should be further analysed. On the other side, this heterogeneousness can be a source of discontent and, in consequence, result in linguists or teachers refusing this approach at all. Thus, advantages and disadvantages of different approaches to genre analysis should be carefully reviewed.

Cheng [2007: 68] identified three different schoolsin current genre analysis: **the English for specific purposes school**, **the new rhetoric school**, and **the systemic functional linguistics school**. These three approaches are interrelated but with different pedagogical implications [ibid.]. Of course, there can be also other classifications of different approaches within genre analysis butfor the purposes of this paper, Cheng´s approach to genre analysis will be dealt with.

Beginnings of **the English for specific purposes school** can be traced back to the eighties of the twentieth century. Its central focus is written discourse within English for specific purposes /ESP/. Key concepts are discourse community, communicative events, common communicative purpose and genre [ibid.: 69]. The ESP school frequently uses genre analysis for the study of language usage in its real-life context [Bhatia, 1997: 134-149].Within this school, genre is defined by Swales [1990: 58] who is the most

prominent representative of this school. The definition of genre is closely connected withitsdiscourse community and communicative purpose. Other representatives of this approach are Hyland, Bhatia, or Flowerdew who have written many pedagogical materials. These authors mostly deal with descriptions and explanations of common genre patterns [Cheng, 2007: 69]. As Cheng´s naming of the school indicates, this school is predominantly focused on the problems of ESP´ skills.

Another school, the new rhetoric school [Cheng, 2007: 68], groups predominantly linguists from North America, such as Bazerman, Miller, or Berkenkotter and Huckin. They focus on the social context of genre and one´s action linked with it; formal organization is not so important [ibid.]. For example, Berkenkotter and Huckin [1995: ix-xiv] treat the genre from socio-cognitive perspective and link genre knowledge with individual´s response to repeating social situation. Although this school deals especially with professional genres, Berkenkotter and Huckin [1995: 1] also study the suitability of a genre to reproduce knowledge in the respective field of research. It is important for them that genre knowledge is connected with membership of respective discourse community [ibid.: 2-3]. This perspective can be also used to analyse the problem of academic writing skills´ acquisition within specific academic disciplines. The advantage of this school is its idea of mutual connection between genre knowledge and the context of its origin. Though, genre forms are less researched, there is a possibility of balancing this approach with the ESP school, which may seem to be more concerned with formal organization of genres. Both schools seem to have certain advantages to be exploited while studying or researching academic genre writing.

The systemic functional school is the last of discussed approaches. This school is based on principles of systemic functional linguistics and theories of Halliday, Hasan, Martin, or Rothery [Cheng, 2007: 68]. According to this approach, genre is always oriented at some goal. Every language usage then corresponds with a respective genre and register possibilities, what consequently influences language choices. This school is concerned with context as well as linguistic features of genres [Derewianka, 2003: 134]. In terms of pedagogical practice, this approach is used in Australian educational system [Cheng, 2007: 68]. In comparison with the previously mentioned schools, this one seems to be a combination of both, because it focuses on formal organization of genres as well as genre contexts. Nevertheless, its multidimensional focus can result in a chaotic and complicated interpretation of a genre.

As it was mentioned, genre analysis in its various approaches is especially useful for the teaching of genre writing. In the context of academic writing, different aspects of a genre can be analysed and the results can be used to create teaching materials for pedagogical purposes. For instance, citation practices of students of specific disciplines can be studied.It combines all three perspectives mentioned previously. Within such an approach, genre analyst can study, for example, the use of reporting verbs with different evaluative or denotative potentials and then apply it in educational process. Thus, students of respective disciplines can be taught to prefer specific reporting verbs used to introduce citations typical for their discipline. Another example can be the ratio of integral and non-integral citations, or direct quotes and paraphrases. Such a study of

citation practices combines formal as well as contextual characteristics of respective genres.

Ultimately, it can be claimed that genre analysis is a heterogeneous approach to genre study, what can be seen as its drawback as well as advantage. The truth is that different approaches can offer the best of their ideas. The combination of pedagogical advantages of all three discussed schools can represent a right direction for linguists preparing pedagogical materials used for genre writing teaching.

Literature

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Summary

Genre analysis represents innovative and recently very much discussed approach to genre study with a great potential for genre writing learning. Three different schools of genre analysis – the English for specific purposes school, the new rhetoric school, and the systemic functional school – can offer best of their ideas to genre study. Heterogeneousness of genre analysis can be then understood as its advantage.