



A Research Based on Genre Analysis into EAP Reading & Writing

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Abstract

EAP English reading and writing teaching is a very important teaching content in current high school English teaching, and the genre teaching method has been applied extremely widely in college English EAP teaching, achieving outstanding teaching effects. In the theoretical system of genre teaching method, genre analysis is the fundamental theoretical core of it. Genre analysis of EAP discourse, on the one hand, can help general academic researchers grasp the macro structure of academic texts, improve their academic communication function and understanding ability of specific texts, and enhance the international academic functionality of general academic workers; On the other hand, genre analysis of academic discourse can be applied to rhetorical writing, translation, cross-cultural and other related general fields, with strong practical value. In this study, an in-depth study of English EAP reading and writing based on genre analysis will be conducted to provide a more adequate reference basis for the further optimization of English reading and writing teaching in China's colleges and universities, and to provide more practical help for the development of English teaching in colleges and universities.

Keywords

Genre analysis, college English language teaching, EAP

With the continuous progress of China's reform and opening up, the relationship between China's social and economic development and the world's economic development has become increasingly close, and English, as the world's common language, has become an extremely important tool for Chinese enterprises to carry out foreign business communication. However, the English teaching in our universities has been problematic due to various objective conditions, and the English teaching mode used in the past has not been able to fully meet the requirements of the enterprises for English professionals in the current social and economic development. In recent years, English for Academic Purposes (EAP), which is one of the important types of English for Special Purposes (ESP), has received more attention from colleges and universities, and many colleges and universities have developed EAP English teaching courses. Currently this EAP course is still in the stage of practical exploration. In this study, an in-depth research on EAP reading and writing teaching based on genre analysis is carried out based on the full integration of the current development status of English teaching in colleges and universities.

1. Introduction to EAP and the orientation of English language teaching in universities

EAP, known as English for Academic Purposes, is an English teaching mode that mainly focuses on lean academic English language knowledge and skills as the fundamental teaching goal. In this study, it is believed that in the current English teaching in colleges and universities, the teaching objectives should be consistent with the actual English learning needs of college students, and the fundamental guidance role of EAP teaching mode for students' English learning

should be fully highlighted, so that students can have the practical application ability of professional English in their future work. The purpose of this study is to provide students with a substantive training in reading, writing, listening, and speaking skills for the academic English involved in the professional teaching content (Chen, Lin, & Qu, 2022). In practice, general academic English focuses on the study of the common features of academic English, which can be carried out in the teaching of English in various majors; while special academic English is more specific to a particular major, and the special academic English involved in the teaching of different majors is very different. Academic English is very different. From the perspective of the actual needs of English teaching in China's colleges and universities, the teaching of EAP English reading and writing should focus more on the teaching of general academic English, because it is a kind of teaching that emphasizes more on the cultivation of students' fundamental ability to use English, and can play a full role in helping students of various majors to learn academic English. The teaching of English reading and writing in colleges and universities should focus more on the practical and professional aspects of English teaching, especially on training students to correctly understand the semantics of English and to actually listen, read, and write. The focus of 1EAP English reading and writing instruction is here (Zhao, 2021).

2. The role of genre analysis in teaching EAP English reading and writing

The practical application of the genre analysis concept focuses on the analysis of the word and sentence structure of English texts. Since English vocabulary and sentence structure are highly fixed, the EAP Reading and Writing teaching model allows teachers to use the commonalities of different vocabulary and sentence structures in English to give students a fuller understanding of academic English in the form of genre, allowing English language teaching activities to have a multiplier effect. In EAP reading and writing teaching, the teacher is no longer the only subject in the teaching work, the application of this teaching mode provides an effective way for students to actually participate in the classroom teaching, students in the actual learning, can have the ability to carry out independent learning in the beginning of the year, for their own English learning efficiency is greatly helpful (Lu, 2021).

3. EAP discourse genre analysis framework

The research and teaching of EAP need system design, and the key of system design is the construction of analysis framework. This paper argues that the framework of EAP discourse analysis needs to be constructed from the following aspects.

3.1 Basic ideas of EAP genre analysis and design

Firstly, the design of discourse genre framework is a systematic review of the domestic researches related to EAP genre analysis. From the basic definition of genre, the basic theory of academic genre as a communicative event with distinct internal structure characteristics, following specific conventions and conveying academic intention within a prescribed framework is elaborated. Secondly, on the basis of the basic theoretical research, the author constructs the main research content which is compatible with the academic genre, namely the three main research contents, namely the structure model of discourse, the structure function of discourse genre and the stylistic features. Thirdly, the main academic genres commonly used in teaching practice of discourse genre analysis are determined. According to the frequency of use, several major genres involved in EAP can be selected as analysis objects in EAP teaching: academic papers, dissertations, academic reports and academic lectures. At the same time, the corpus is collected by the principle of representativeness and accessibility, and analyzed as a case in teaching. When possible, situational training is carried out (for example, the corpus of academic report and academic speech can be discussed through situational actual teaching in our school). After the idea is settled. Then the framework is designed according to the research content, which is also the main body of EAP English framework design.

3.2 Discourse structure models of academic genres

The discourse structure model of academic genre is the macro analysis of the discourse of academic genre, that is, which parts should be included in the discourse of various academic genres. The texts of different academic genres have different discourse structure, that is, no matter which English genre for academic purposes, they all follow the conventional schema structure. Generally, schema structure is closely related to the specific function of each structure. From the perspective of functional linguistics, this decomposition of functional level further identifies the steps, which is also called schema structure. In teaching and research, it analyzes its macro structure and its move characteristics according to different academic genres. For example, a general academic thesis or dissertation has Swales in the macro discourse genre structure established by Swales. This discourse structure is composed of four parts successively, namely introduc-

tion, method, result and discussion, to form a complete academic thesis or dissertation. At the same time, academic report and academic speech also have different language results. In the same way, the discourse structure patterns of academic papers, dissertations, academic reports and lectures are studied.

3.3 A functional analysis of the genre structure of academic discourse

The textual structure models of academic genres are all for the purpose of communication, but the objects of communication are different in different academic genres, and the steps in their discourse structure are not exactly the same. Therefore, on the basis of discourse structure research in different academic genres. The function of different types of moves is studied. Taking the text of the academic paper as an example, the introduction mainly analyzes the writing background of the paper, the method mainly describes the research methods used in the academic paper, and the function of the result part is to show the valuable results of the dissertation writing research, and the function of the discussion part is to further research prospects or the unresolved problems in the academic paper research. The function of each step in the discourse structure of dissertation, academic report and academic speech is different from that in the discourse structure of academic paper.

3.4 A stylistic analysis of academic discourse genres

The stylistic features of academic discourse genres include word selection, tense, voice, common sentence patterns, as well as specific vocabulary, grammar and syntax. Tenses include choices of present simple, past simple and present perfect, while voice includes choices of passive and active voice. Generally speaking, dissertations, academic papers, academic reports and academic speeches have different stylistic characteristics. And different parts of the same type, such as academic papers, also have different stylistic characteristics. For example, there are differences between abstract and conclusion in the structure of academic papers. Therefore, the problem characteristics of this part not only include the problem characteristics research of different academic genres, but also include the problem characteristics analysis of different parts within the same academic genre.

4. Further Optimization of the Application of Genre Analysis Pedagogy in Teaching English Reading and Writing in EAP

The application of EAP English reading and writing teaching mode can fully highlight the main position of students in college English teaching and make students' independent learning possible, which is an effective way to promote the quality of professional English teaching in China's colleges and universities. In order to let the EAP English reading and writing teaching really show the proper effect and really promote the quality of English teaching in colleges and universities, colleges and universities need to further optimize the application of genre analysis teaching method in the actual teaching work. In this regard, colleges and universities need to do the following points in English teaching work.

4.1 Adjustment of teachers' teaching concept

In EAP English reading and writing teaching, it is necessary to determine the main position of students in teaching and learning, so that students can carry out more independent learning in the process of learning. This is very different from the traditional teaching philosophy in China. In many colleges and universities, teachers still adopt the traditional teaching philosophy when teaching EAP English reading and writing, emphasizing their own central position in the teaching work and not giving students sufficient space for independent thinking, which has caused certain obstacles to students' full understanding of the connotation of academic English. In this regard, English teachers in colleges and universities should actively adjust their own teaching concepts when teaching EAP English reading and writing, fully respect the main position of students in teaching, guide students to carry out more independent thinking about teaching knowledge, so that students can really fully understand the fundamental connotation of academic English (Du, 2018).

4.2 Specific teaching program adjustment according to the actual situation of students

In order to further ensure the effective application of genre analysis teaching method in EAP English reading and writing teaching, colleges and universities should fully take into account the actual situation of students in different years in order to make targeted adjustments to their teaching programs. The core of the genre analysis teaching method is to summarize the common rules in English vocabulary and sentences, and build a set of framework of English style and genre that students can study and analyze, and then help students form a knowledge of the fundamental nature of a certain genre of English style, so that students can put their scattered English knowledge into this framework and form a systematic understanding of English. In the teaching of English EAP reading and teaching in colleges and universities,

as the English knowledge base of students in different academic years varies, in the construction of the genre framework of English reading and writing, teachers need to take into full consideration the actual English base of students in the class for the construction of the genre analysis framework (Mo, 2018). In general, the students' academic English knowledge base is usually weak in the first two academic years. Therefore, in this stage of EAP English reading and writing teaching, the structure of the English genre analysis framework constructed by the teachers should highlight the simplicity of the framework structure, so that the students can fully adapt to the genre analysis teaching method, form the awareness and ability of genre analysis of academic English, and continuously improve in the actual learning. In the EAP English reading and writing teaching in the junior and senior years, as well as in the graduate level afterwards, students have already received some academic English teaching at this stage and have a more adequate knowledge base of English, so in the construction of the genre analysis framework, the academic and professional nature of the framework can be highlighted more, so that students can, through the genre analysis framework, develop a fuller understanding of the vocabulary and sentence patterns of academic English. This will enable students to form a fuller understanding of the vocabulary and sentence application of academic English through the genre analysis framework, and further enhance their ability to apply English in practice (Lu, 2018).

5. Conclusion

EAP reading and writing teaching is an important development of English teaching in colleges and universities, which is of great help to the improvement of college students' English listening, speaking, reading and writing skills and gives them the ability to apply English in practice. In this study, the EAP English reading and writing teaching under genre analysis was specifically studied. It is hoped that the content of this study can substantially help the further development of English teaching in colleges and universities, deliver more excellent English professionals to the majority of enterprises in China, and further promote foreign business communication in China's social and economic development.

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