

IMPROVING STRUCTURES OF STUDENTS' ARGUMENTATIVE ESSAYS THROUGH GENRE PEDAGOGY

Author: Dinh Thanh Liem

University of Foreign Language Studies - The University of Danang; dtliem@ufl.udn.vn

Abstract:

This paper analyses the structures of argumentative texts produced by second-year students who major in English for Tourism at the Department of English for Specific Purposes, University of Foreign Language Studies – the University of Danang. It seeks to examine whether the students' text structures can be improved after they complete a ten-hour writing course informed through genre pedagogy. The article is underpinned by genre theory developed within Systemic Functional Linguistics. As the finding indicates, the students show an improvement in rhetorical structures of texts, which allows them to achieve communicative purposes in the cultural and situational contexts thanks to the adoption of genre pedagogy.

Key words: Genre pedagogy; Learners; Teachers; Argumentative writing; Text structure.