

understand the true nature and function of legislative rules, it is important to understand not simply the way the facts of the model world are identified and used to create specific legal relationships but also to appreciate how such legislative rules are applied to a selection of relevant facts from the world of reality. We shall have a more detailed discussion of the relationship between the two genres and how such a relationship can be advantageously exploited for a variety of academic and professional purposes in the next part of the book.

PART 3: APPLICATIONS

The aim of this section is to discuss applications of genre analysis to two main areas of language use, language teaching in general and ESP in particular, and language reform in public documents. However, in order to take up applications in these areas, it is necessary to discuss the notion of simplification as used in language-teaching pedagogy and the way it affects authenticity of genres in professional and academic discourse.

Simplification v. easification – generic integrity in discourse

Simplification, as generally understood and frequently practised in language-teaching pedagogy, is a special form of intra-lingual translation, the purpose of which is to make a given text simpler in terms of its content and/or form. This is usually done by bringing its content or linguistic form within the area of experience of a particular group of readers. Simplification, therefore, involves a kind of tampering with the original linguistic input in order to produce either a *simplified version* or a *simple account* of the original text. Widdowson (1978:88) discusses the two terms in detail. Simplified versions, he points out, are passages derived from genuine instances of discourse by a process of lexical and syntactic substitution, and hence are regarded as alternative textualizations of a given authentic discourse. Simple accounts, on the other hand, are genuine instances of discourse designed to meet a communicative purpose, and do not represent alternative textualizations. They are genuine instances of discourse in their own right. However, in either case the authenticity of the original genre which the text represents is compromised. Whether it is a simplified version or a simple account, the resulting discourse is less likely to be a genuine instance of the genre which the original text represents. In the case of simplified versions, the content and/or lexicogrammatical resources are tampered with in order to bring the text

within the linguistic competence of a specific readership. This certainly changes the authentic nature of the genre. In the case of simple accounts, it is even more likely that the original text will lose its essential communicative purpose. It will certainly, as Widdowson (1979) claims, be a genuine instance of discourse but will not necessarily represent the same genre as the original. A typical instance of this phenomenon is found in simple accounts of scientific research reports, which are called popular accounts of scientific discoveries and are simplified for non-specialist science enthusiasts in magazines like the *Popular Science* or the *Scientific American*. They may be called simple accounts and considered genuine instances of discourse, which, of course, they are, but they are different from original authentic scientific research reports because they represent two different genres, in that they serve two very different communicative purposes. The moment one simplifies an original to produce an alternative or a different version of the original, the generic integrity of the original text is likely to be completely lost or at least neutralized to a certain extent.

Loss in generic integrity, resulting from the simplification of an original text, may have negative repercussions for a number of applied linguistic situations (see Bhatia, 1983a), particularly for the teaching, learning and testing of languages in specific contexts as well as in language reform. If that is the case, is there an alternative which can make a particular text more accessible to a non-specialist readership and yet maintain the generic integrity of the original? Bhatia (1983a) introduces the notion of *easification* as an alternative to simplification. Easification, as he points out, attempts to make the text more accessible to the learner by using a variety of what he calls *easification devices*, the purpose of which is to guide the reader through the text without making any drastic changes to the content or linguistic form of the text, thus maintaining its generic integrity. He suggests a wide range of easification devices to make an authentic text more easily accessible to the reader depending upon the nature of the genre which the text represents, and the purpose of reading. Easification is not only a technique for text presentation, he points out, but also a learning strategy which helps the learner to simplify the text for himself, depending upon his background knowledge of the subject matter and of the language. These concepts of easification and generic integrity have useful applications in the teaching and testing of ESP and in language reform, particularly in the designing of public documents.

6 From description to explanation in language teaching

In this chapter, I would like to look at some of the important language-teaching contexts, particularly ESP, where findings of genre analysis can be used to understand and appreciate some of the general issues in present-day language teaching, especially in countries where English is a second language. Section 6.1 will take up the teaching of grammar and within that a special case of the use of nominal expressions in professional and academic discourse, and illustrate why grammatical explanation is necessary in language teaching, particularly in ESP. Section 6.2 will consider syllabus design with special reference to the use of input to teaching materials in language teaching. Here, another specific case, the use of English in newspapers illustrates how genre analysis can help ESL/EFL course designers to make theoretically well-motivated decisions in the choice of appropriate genre-based tasks. Section 6.3 is concerned with the concept of appropriate text-task relationship for further comment, and illustrates it by referring to an ESP situation. It discusses one of the most difficult questions in English for Academic or Occupational Purpose Legal (EA/OLP) contexts, i.e., genre-specificity and the notion of inter-textuality in legal contexts and suggests how to exploit it for EA/OLP courses. Section 6.4 discusses a case study of actual genre-based English for Business and Technology (EBT) teaching materials written for use on a self-access basis, and demonstrates how pre-knowledge of formal and content schemata can facilitate not only the learning of generic conventions and rhetorical action but also the linguistic resources to realize them. Section 6.5 considers some of the relevant questions frequently raised in the context of evaluation of purpose in ESP. The final section briefly discusses the application of genre analysis for the development of sensitivity in ESP learners and teachers towards creativity and orthodoxy in the use of generic conventions in cross-cultural ESP settings.

English language teaching, whether as a second or foreign language, has for a long time been prescriptive. Prescriptions, which either came from the teacher's authority or the grammar book, determined language-teaching syllabuses, teaching materials, classroom practices

and even evaluation procedures. This was a favourite pattern till about the early seventies and still persists in many English language teaching contexts. In the late sixties and early seventies, the introduction of linguistics and discourse analysis started having some influence on a wide range of language teaching courses, especially in the case of English courses for a variety of specific or specifiable purposes. In the last twenty-five years, models of discourse analysis have changed considerably; however, language description continues to be the main source of strength for ESP theory and practice.

6.1 Genre-based grammatical explanation in ESP – the case of nominal expressions

Complex nominal expressions of various kinds are typically associated with academic and professional genres and have gained a certain degree of notoriety in recent years. To the specialist community they are a useful linguistic device to bring in text cohesion, facilitating reference to (associated) technical concepts already mentioned; however, to the non-specialist outsider this is nothing but jargon. I would like to consider three areas of academic and professional writing and look at the use of various types of nominal expressions in them in order to find out why academic and professional writers use nominal expressions the way they do. The areas of professional activities we shall concentrate on are advertisements, scientific, more generally, scientific academic and research writing, and legislative provisions.

Let me first take up three major types of nominal expressions. The first type is the **complex nominal phrases** (Quirk et al., 1982), which is significantly used in advertisements of a particular kind. The second type is known either as **nominal compounds** (Williams, 1984) or **compound nominal phrases** (Salager, 1984), and these are typically associated with scientific writing. The third type is conventionally called **nominalization**, and is overwhelmingly used in legislative provisions (Bhatia, 1983b). Although all three types of nominals are generally grouped together under the broad category of complex noun phrases (see Quirk et al., 1982), it is more appropriate to consider them as distinct for two reasons. First, although they perform a more or less similar grammatical function in the language, they have different grammatical realizations, and secondly, they seem to textualize different aspects of the three genres with which they have traditionally

been associated. In other words, they have different grammatical realizations and carry different discursive values in the three genres. Let me give examples from the three genres, first from advertising.

- [1] The world's first packless, cordless,
 lightweight, compact, integrated video light.

This illustrates precisely the true character of the noun phrase in advertising.

The most striking characteristic of this type of complex nominal phrase is the degree and to a lesser extent the complexity of modification of the noun head. A series of adjectives, linearly arranged in the pre-modifying position in such complex nominal phrases is rarely matched elsewhere in English. The typical syntactic structure of such a complex nominal phrase is **(Modifier) Head (Qualifier)** where (M) is realized primarily in terms of a series of linearly arranged attributes as follows: (Det) (adj) (adj) (adj) (adj) . . . H (Q).

Although scientific English displays a wide range of nominals, we shall take up only one of them here. Williams (1984) calls them **nominal compounds**; we shall call them **compound nominal phrases** and some typical examples are:

pulmonary artery mean pressure electrocardiogram V1 lead,
airport building roof truss failures,
nozzle gas ejection space ship attitude control, etc.

The common structure underlying these compound nominal phrases is the following: **(M) (M) (M) (M) (M) . . . H (Q)** where (M) is realized in terms of a series of linearly arranged nouns, occasionally incorporating adjectives as well. The final example comes from legislative provisions, which are notorious for being nominal in character, and display an above-average use of nominalization:

- [2] The power to make regulations under this section shall be exercisable by statutory instrument which shall be subject to annulment in pursuance of a resolution of either House of Parliament.
(Ch.25/78: Nuclear Safeguards and Electricity (Finance Act) 1978, UK)

In any other genre, as Swales and Bhatia (1983) point out, this sentence would probably be in its more typical verbal version:

- [3] A statutory instrument can be used to make regulations under this section and such a statutory instrument can be annulled if either House of Parliament passes a resolution to that effect.

This type of nominalization is also used in all kinds of academic, particularly scientific research writing, but we shall look at that later on. For the time being, let us consider these three types of nominals and study why they are typically associated with the three genres referred to above. The questions we would like to ask ourselves would be of the following kind:

- Why do the specialist writers of these genres use nominal compounds the way they do?
- To what extent do these nominals serve genre-specific functions?
- What aspects of specialist communication do they textualize in individual genres?

In order to answer some or all of these questions, we need to look at these texts, taking a genre perspective as defined in the introductory section.

First, the case of advertising. The main communicative purpose of advertising is to promote a particular product or service to a specific group of potential customers. In one of the major types of advertisement, this is done by an adequately attractive description of the product or service, which is positive and convincing (see Bhatia and Tay, 1987). Some form of product-detailing is necessary if the consumer is to be persuaded to buy the product or use the service. The following are a few typical examples of such a product description:

[4] All these Sensor technologies combine to give your individual face a personalized shave – the closest, smoothest, safest, and most comfortable.

[5] Most important, you can have this scientific advance without compromising looks or luxury features. This unique power plant delivers its high performance wrapped in a sculptured body that turns science into art.

[6] If this sounds like a smart system, consider the brains behind it. Or more accurately, the lateral and longitudinal G-force sensors along with vehicle height sensors. These devices measure the typical float, roll, dive and squat characteristics a road puts a car through and then instantaneously tells hydraulic actuators to counter these forces.

These are some of the typical examples of product-detailing in advertising. In fact, the most striking linguistic feature of the text is its use of complex nominal phrases. The examples display an overwhelming use of long and complex nominal compounds full of adjectival attributes positively evaluating the detailed descriptive account of the product being promoted. Obviously, the use of complex nominal

compounds makes available to the copywriter a number of syntactic slots in which to insert suitable modifiers to accomplish the right kind of product-detailing.

Let me now turn to academic scientific genres. As I mentioned earlier, scientific writing displays a range of nominal expressions used for a variety of purposes. In fact, the nominal phrase is the main carrier of information in academic scientific writing. Compound nominal phrases, nominalization and, to a far lesser extent, complex nominal phrases, all are used in academic scientific writing. Let me take the following two examples.

[7] The discrete donor-acceptor pair (DAP) emission bands in ZnSe, which are recognized as the P, Q and R series, have been extensively investigated by means of time-resolved photoluminescence (PL) and selective PL excitation measurements.

(Y. Yamada, I. Kidoguchi, T. Taguchi and A. Hiraki, 1989, L837)

One of the major concerns of scientific research writing, as we all know, is to communicate very specialized and precise knowledge to an audience, who would seem to share with the writer the required level of knowledge of the subject-discipline. In order to communicate their specialist knowledge, scientists constantly need to refer to technical concepts like:

The discrete donor-acceptor pair (DAP) emission bands in ZnSe, which are recognized as the P, Q and R series
and
time-resolved photoluminescence (PL) and selective PL excitation measurements

But they also create new terms for new concepts, as in the following extracts of a research article:

[8]

LASER GLAZING OF SPRAYED METAL COATINGS

I. Introduction

The high power density of lasers permits the surface melting of many materials in a time during which negligible heat conduction occurs to the substrate. The resulting sharp temperature gradients cause rapid quench

LASER GLAZING OF SPRAYED METAL COATINGS *continued*

rates which have been utilized for the production of novel and useful metallurgical microstructures.

We have employed for another purpose the ability of *laser melting* to maintain *low substrate temperatures* while fusing a thin surface layer. It is often desirable to impart certain physical or chemical properties of one relatively expensive material to a less expensive substrate by applying a thin coating of the former to the latter. In particular, we wished to apply a thin layer of titanium to a graphite substrate. . .

Scanning the surface with a laser effectively cauterized the microporosity in the upper half of the titanium coating without causing titanium carbide formation at the titanium/graphite interface. . .

II. Surface

The preglazed surface consisted of a graphite substrate onto which had been plasma sprayed a titanium coating 50 um thick. . .

III. Laser treatment

The microporosity apparent in Fig.1 renders the titanium coating permeable. If the material is to exhibit the corrosion resistant properties of solid titanium the film must be made impervious by sealing the microporosity endemic to plasma-deposited coatings. . .

Determination of the optimum conditions for sealing the microporosity involved varying the energy per unit area, as well as the power per unit area, delivered by the laser. . .

IV. Analysis of treated surface

The effect of laser treating the plasma sprayed surface is graphically depicted in Fig. 2, a cross-sectional photomicrograph of the titanium layer. Figure 3 is an enlargement of a laser treated surface. Comparison with Fig. 1 shows that laser treatment produces a fused skin on the plasma-deposited titanium layer which is smooth and sound. The absence of cracking during the severe thermal cycling caused by the rapid quench rates characteristic of laser melting indicates that the titanium is ductile. . .

V. Conclusions

The rapid quench rates characteristic of laser melting have been successfully exploited to seal the porosity of titanium coatings, plasma sprayed atop graphite substrates, without the formation of titanium carbide. . .

(Pangborn, R.J. and Beaman, D.R., 1980)

This extract illustrates how a scientific writer uses nominal expressions to refer to specialized technical terms, and it also demonstrates how new knowledge is converted into known technical concepts for further reference. In the introductory paragraph of the article the writers refer to the use of lasers for the surface melting of materials and this very knowledge is referred to again in the second paragraph as a new compound nominal phrase *laser melting*. Similarly, the knowledge that there is negligible heat conduction occurring to the substrate is again converted into another compound nominal phrase *low substrate temperatures*. This process of creating new compound nominal phrases to refer to new concepts continues, as and when the authors need to refer to the knowledge of the subject-discipline they have already mentioned. The new compound and complex nominal phrases in this article are the following:

- titanium carbide formation at the titanium/graphite interface. . .
- the titanium coating
- the corrosion resistant properties of solid titanium
- the microporosity endemic to plasma-deposited coatings
- the effect of laser treating the plasma sprayed surface
- a cross-sectional photomicrograph of the titanium layer
- enlargement of a laser treated surface
- the plasma-deposited titanium layer which is smooth and sound
- the rapid quench rates characteristic of laser melting

In the concluding section of the article, the process is taken to its logical extreme when the authors summarize almost the entire article in terms of a few very complex as well as compound nominal phrases.

The rapid quench rates characteristic of laser melting have been successfully exploited to seal the porosity of titanium coatings, plasma sprayed atop graphite substrates, without the formation of titanium carbide. . .

In academic scientific writing, therefore, the need for compound nominal phrases arises from the fact that the scientific writer must then refer repeatedly to very precise and complex concepts. In order to facilitate concise reference, s/he invariably creates compound nominal phrases, which not only promote discourse coherence but also spare him tedious repetitions of long descriptions.

Of course, good scientific writers are well aware of the difficulties that such compound nominal phrases might pose to their readership, particularly if they do not share the same background knowledge of

the subject-discipline at a particular point. Candlin and Loftipour-Saedi (1983) point out

the production and presentation of W-discourse (writer's discourse) is conditioned by the linear on-going *accumulation principle*. According to this principle each discourse element and its textual presentation at any stage in the on-going process of discourse is premised upon the collection of all the foregoing elements and builds upon it, and each element is produced with full awareness of the foregoing elements. It is as if each element is (in its deep structure) repeating all the previous elements while adding something new to them.

(Candlin and Loftipour-Saedi, 1983)

Dubois (1981) points in the same direction when she argues that a simpler phrase, as in example [9] is more likely to appear at the beginning of the article than the phrase in [8], which is a more difficult compound nominal phrase, and is more suitable for the later parts of the article, where, it is assumed that the reader has acquired the relevant knowledge.

[9] Studies of the oxidative NADP in enzymes in *Drosophilla melanogaster* have concentrated on the relationship of gene dosage to the in vitro tissue enzyme level and on allelozyme variation.

[10] *Drosophilla melanogaster* oxidative NADP-enzymes studies have concentrated on the gene dosage to in vitro tissue enzyme level relationship.

Finally, let me turn to legislative writing, which is notoriously rich in the use of nominals of a third kind, which we have earlier on referred to as *nominalizations*. As already discussed in the previous chapter, legislative writing must be both precise and all-inclusive. Reconciling the two requirements is not always an easy task. One of the many linguistic devices which make this possible is the use of nominalizations, others include the use of qualificational insertions, complex-prepositions, syntactic discontinuities, binomial and multi-nomial expressions (for more details see Bhatia, 1982, 1983b, 1984, 1987 and Swales and Bhatia, 1983).

To illustrate how nominalization is used in legislative provisions, let us look at an example from Singapore's Wills Act (1970).

[11] No obliteration, interlineation or other alteration made in any will after the execution thereof shall be valid or have effect except so far as the words or effect of the will before such alteration shall not be apparent, unless such alteration shall be executed in like manner as hereinbefore is required for the execution of the will; but the will, with such alteration as part thereof,

shall be deemed to be duly executed if the signature of the testator and the subscription of the witnesses be made in the margin or on some other part of the will opposite or near to such alteration or at the foot or end of or opposite to a memorandum referring to such alteration and written at the end or some other part of the will.
(Section 16 of the Wills Act, 1970, Republic of Singapore)

In this 132-word sentence, there are eleven instances of nominal expressions with five different verbs being nominalized. Of these eleven, there are only two which have been repeatedly used, *execution* twice, and *alteration*, which is the topic of the section, six times. This means that the legislative draftsman uses nominalization for two reasons. First, of course, to refer to the same concept or idea repeatedly and, as in academic and scientific discourse, this promotes coherence and saves the writer from repeating lengthy descriptions. Second, and perhaps more typically, it is a convenient device to refer to as many aspects of human behaviour as required and, at the same time, to be able to incorporate as many qualificational insertions as necessary at various syntactic points in the legislative sentence. The use of nominal rather than verbal elements is likely to provide 'more mileage' for the legislative writer, when one of his main concerns is to be able to cram detail after detail and qualification after qualification in his sentence. It is entirely a different matter that such a highly nominal style is bound to create difficulties for the uninitiated readership in what Halliday calls the 'unpacking' of such expressions. Sometimes, even a seemingly simple and innocent-looking provision like

[12] No will shall be revoked by any presumption of an intention on the ground of an alteration in circumstances.
(Section 14 of the Wills Act, Republic of Singapore)

can make one wonder whether it is the best and the only way of putting it, when one finds that, of the three nominals, at least two, *presumption* and *alteration*, are rarely, if ever, used in everyday discourse.

Although nominals have traditionally been treated as a single entity, particularly for various applied linguistic purposes, and there are good reasons for treating them so for some language-teaching purposes, especially at lower levels, there are equally compelling reasons for treating them as distinct linguistic devices, particularly for more advanced and specialized language-teaching purposes. First, they display not only distinct linguistic forms but also seem to have a very different distribution in academic and professional genres. Second, and more important, they realize somewhat different aspects of the genres

in which they are used. The writers of these genres are often led to the use of one or the other of these nominal forms for very different genre-specific considerations. In order to appreciate the full potential of these linguistic forms, one essentially needs to adopt a generic perspective.

In advertising, one often finds an above-average use of complex nominals because the copywriter's main concern is to find as many syntactic slots as possible for adjectival insertions. This facilitates suitably precise, desirably positive and effective description of the product or service being advertised. Scientific research writing predominantly uses compound nominal phrases to refer to concepts that are either created as the discourse proceeds or to refer to further-refined and often-repeated scientific concepts, in which case the use of compound nominal phrases is a convenient linguistic device to create and refer to technical terms. In legislative rules and regulations, one finds an overwhelming use of nominalizations simply because the parliamentary draftsman needs to condense his longish provisions into somewhat more precise, unambiguous and all-inclusive statements by incorporating all types of possible conditions and contingencies that may arise during the course of the interpretation of a particular legislative provision. Nominalization is a very ancient and trusted linguistic device used by the legal expert to achieve condensation and all-inclusiveness in his writing.

The analysis of nominal use, presented here, has strong implications for many applied linguistic purposes, particularly for ESL, ESP and the teaching of professional and academic writing. Grammar has long been an integral part of our language-teaching programmes. In earlier days our approach was invariably prescriptive. With the availability of various linguistic descriptions of language, we introduced an important element of description. Since the advent of discourse and genre analysis in recent years, language-teaching programmes have needed to become more explanatory, so that the learner understands why s/he should write an essay or academic or professional text in a particular way. This will also make for better awareness of the rationale of the text-genre that s/he is required to read or write. After all, the most important function of learning is not simply to be able to read and produce a piece of text as a computer does, but to become sensitive to the conventions, in order to ensure the pragmatic success of the text in the academic or the professional context in which it is likely to be used. The explanation for the use of nominal expressions of various kinds (and perhaps also for a number of other areas of grammar) comes not so much from the general grammar of English as from the grammar of the genre in which they regularly occur. In other words, these features of grammar carry genre-specific restricted values rather

than general grammatical values. The teaching of general grammar, therefore, has very little role to play in ESP. In fact, it is not only counter-productive to teach grammar, as such, but inaccurate too. The explanation for the use of any aspect of syntax in ESP comes from the analysis and understanding of the genre in which it is conventionally used.

6.2 Genre-based language curriculum – the case of English in newspapers

The teaching and learning of English in many parts of the world, especially where it is taught as a second language, continues to be teacher-based. The curriculum is determined and designed by language planners and teachers as part of a formal system. Although learning a language goes well beyond the limits of any academic curriculum and becomes a lifelong process which extends further than institutionalized goals or objectives, learners are rarely called upon to play any significant role in it. A genre-based flexible language curriculum can facilitate language learning within, across and beyond the confines of a curriculum, which will allow more freedom to the participants in the teaching and learning process. This can be effectively realized by using a daily newspaper, which is easily available and also contains a wide variety of genres and sub-genres that can enrich the linguistic repertoire of any language learner.

The language of newspapers is a rich source of linguistic data which can be exploited for ESP/ESL courses. However, there are some serious constraints which must be looked into before making any curriculum decisions. One of the things that make newspapers attractive for language-teaching purposes is the wide variety of genres that one finds in them. These include headlines, news reports, sports reports, editorials, feature articles, comments, letters to the editor, classified advertisements, reviews, book reviews, weather and ordinary reports, and fashion columns. The news reports cover a very wide range of topics, including accidents and disasters, crimes and the police beat, court cases, politics, matters related to consumers, financial and business matters, sports. There are also articles on every subject under the sun, including arts and leisure, personal investing, travel, real estate, coins, films, fashion, food, gardens, home design, music, stamps, television and radio programmes, theatre. A reasonable

selection from such a wide variety of genres and topics can motivate a wide variety of language learners. But the greatest attraction in newspaper writing comes from its appeal to a general audience, unlike many other types of written discourse, which are generally aimed at relatively small, well-defined, homogeneous groups of like-minded people. Most other forms of discourse require specific expertise and are relatively difficult to understand because they are written for a selective and specialist audience.

Newspaper writing generally combines the virtues of standard language use, which is internationally recognized, and of a typical national variety. It represents an internationally recognized and understood variety of language and yet maintains local flavour, both of which ought to be valued very highly in most language-development programmes. The use of newspaper language as input to language-teaching materials is less likely to create problems of cultural bias which otherwise crop up so often in most second-language learning situations.

Newspapers also present the use of language which is fresh, topical and current. Every day we get fresh linguistic data on different topics. Once the principles are understood and agreed upon, language developers and teachers can afford to be more innovative, and use fresh and varied linguistic data while still remaining within the bounds of a specific curriculum. This can also help the teacher to preserve human interest and motivation in his or her teaching programme because s/he will not have to use the same linguistic input year after year in English lessons. Newspapers have not been fully exploited for this purpose, although there have been quite a few articles on using newspapers in language teaching. It is possible to use this source for EGP (English for General Purposes), EAP (English for Academic Purposes) and ESP (English for Specific Purposes); it is equally good for use across, as well as beyond, the curriculum.

Let me now refer to some of the problems. The wide variety of genres in newspapers can also be a disadvantage in that each genre serves a distinct communicative purpose, and thus represents a particular type of English. If these generic distinctions are not handled properly, the learner may get a misleading picture of the use of language for different communicative purposes. Genre distinctions in newspapers are so very significantly used that sometimes they can be very prominently and significantly practised even at the level of a sub-genre. Let me take a very simple example from newspaper writing. We all know that sports activities are not reported the same way as news reports on other pages of the newspaper. Lexis and certain syntactic

devices are used differently, although the two share to a large extent the regularities of discourse organization. Although the general purpose of communication is not very different in the two types of report, some aspects of linguistic resources used are significantly different. Let me take up the following two instances, one is the front page news report and the other (p. 160) a sports page report of the same sporting event.

[13]

Holmes loses his title and calls it quits

ONE piece of history was made, and another denied, when 29-year-old Michael Spinks became the new world heavyweight boxing champion in Las Vegas yesterday.

Spinks is the first light-heavyweight champion to win the heavyweight title. He ended the seven-year-reign of Larry Holmes on a unanimous 15 rounds points decision.

In his 49th fight, the 35-year-old Holmes had been attempting to equal the unbeaten record of Rocky Marciano, but he has now decided to retire.

"I am going to quit. I don't need no more boxing," he said. "It would probably have been my last fight even if I had won because the symptoms were starting to show."

Spinks, who was a 5-1 underdog according to the Las Vegas bookmakers,

succeeded where nine other light-heavyweight challengers had failed. Despite conceding 9.7 kg he carried the fight to the tiring champion and won a close but narrow decision.

He now joins his elder brother Leon as the only two brothers to hold the world heavyweight title. Leon, like Michael, a former Olympic champion, defeated Muhammad Ali in a similar upset in 1978, also in Las Vegas.

"I knew I could do it," said an exuberant Spinks. "If you don't try you don't succeed in life."

Holmes earned US\$3 million (S\$6.6 million) for the fight and Spinks US\$1.5 million. It was telecast live around the world, and Singapore viewers saw it on RTM 1.

• Full report and Alan Hubbard's view: Page 25

(From the *Straits Times*, 23 September, 1985)

These reports of the same event, one on the front page and the other on the sports page, seem to represent the two very closely related sub-genres of news reporting. Although both of them use roughly the same discourse structure to organize the message, they differ significantly in terms of vocabulary, and also in the way popular explanation has been brought in to add 'colour' to the second one. The headlines in the

[14]

Spinks sinks the Holmes dream

MICHAEL SPINKS denied Larry Holmes a share of boxing immortality when he scored a stunning, unanimous 15-round decision to become the first light-heavyweight to win a heavyweight world title.

In his 28th consecutive victory, Spinks thwarted the 35-year-old Inter-national Boxing Federation titleholder's bid on the late Rocky Marciano's record of 49 fights straight without loss.

A 5-1 underdog, the unorthodox Spinks achieved his unprecedented feat by landing the more effective blows and waging a more aggressive fight before a capacity crowd of more than 11,000 at the Riviera Hotel.

LAS VEGAS, Sun.

Spinks, 29, succeeded where nine other light-heavyweights have failed over the past 78 years, surpassing the feat of his heavyweight brother Leon in upsetting Muhammad Ali seven years ago.

Holmes, who outweighed his opponent by 10 kilograms, stalked Spinks throughout the bout, vainly seeking an opening for a knockout.

Asked if he would continue to fight, Holmes said: "No. I've got nothing to prove. I'll go home and take care of business."

But he wasn't hiding his disappointment. "You

think about it and it takes something out of you. You fought hard for 18 years and still you don't get the respect, the reputation you deserve."

The last round proved decisive, Spinks winning it on the cards of two of the three judges even though he spent most of the round retreating.

Two judges gave Spinks a 143-142 scoring edge in the bout, and the third judge had Spinks ahead 145-142.

Holmes earned US\$3.5 million (\$7.7 million) and Spinks, who will have to relinquish his undisputed light heavyweight crown, received US\$1.1 million.

In another fight here, Bernard Benton, of the United States, became the World Boxing Council cruiserweight champion by beating fellow-American Alfonzo Ratliff over 12 rounds.

In the curtain raiser to the main event, Julio Cesar Chavez, of Mexico, retained his WBC junior-lightweight title when he outpointed Dwight Pratchett, of the United States, over 12 rounds. — Reuter, AFP.

Computer backs judges

LAS VEGAS, Sun. — A computer agreed with the judges' view that Michael Spinks beat Larry Holmes fairly and squarely.

The computer, set up by an American cable television network, counted punches that connected and attempted blows that missed.

It recorded that Spinks made 697 attempts to hit his opponent, of which 318 hit Holmes on the head or body.

Holmes unleashed only 567 would-be punches, of which 248 struck Spinks and 319 ended in thin air, according to the computer. — AFP.

(From the *Straits Times*, 23 September, 1985)

two reports present an interesting contrast; in the news report Holmes simply 'loses his title', whereas on the sports page it becomes more spectacular when 'Spinks sinks the Holmes dream'. Further, in the news report, 'Spinks, who was a 5-1 underdog according to the Las Vegas bookmakers, succeeded . . .', whereas in the spectacular and certainly more colourful sports reporting, the reporter adds, 'A 5-1 underdog, the unorthodox Spinks achieved his unprecedented feat by landing the more effective blows and waging a more aggressive fight. . .'. Genre specificity, thus, within the pages of newspapers is so significant that any attempt to use newspaper language without being aware of it can become misleading. In other words, if the learner is not made sensitive to genre distinctions, then the very strength of newspaper language can become its weakness. Let us now take two more instances (pp. 162-4) of newspaper English, this time representing two different genres, news reporting and a lead article.

In the first excerpt, the purpose of the reporter is to bring the news to readers as accurately and dispassionately as possible. Newspaper reports generally are short, fresh and direct. They have something specific and precise to tell. The reporter takes the reader directly to the heart of the event, and the linguistic resources generally serve that purpose. Notice how the reporter in example [15] has used what is known as the verbal style:

Tass . . . accused the White House . . .

The Agency . . . claimed the move had been forced on him . . .

Tass said President Reagan had accused the Kremlin . . .

This kind of objective reporting with explicit source specifications is an excellent instance of what might be referred to as 'the language of doing'. On the other hand, the first sentence of the next excerpt begins with a rather longish nominalization,

The President's announcement last Tuesday that he will no longer be bound by the second strategic arms limitation treaty and would violate one of its central provisions later this year if the Soviet Union does not make "radical changes" in its behaviour

and is equated with another noun phrase in the sentence *his most serious mistake* by the verb phrase *may be judged as*. This process of condensing ideas (particularly those assumed by the writer to be

[15]

Moscow says US lied on Salt 2

From Christopher Walker
Moscow

Tass, the official Soviet news agency, yesterday accused the White House of resorting to "a pile of lies" in an attempt to justify breaking the unratified Salt 2 nuclear arms limitation treaty.

The agency, giving the first official reaction to President Reagan's decision to dismantle two Poseidon submarines and stay for the moment within Salt 2 limits, claimed the move had been forced on him by public opinion.

"The White House's decision is a forced step," Tass said. "It has been taken under the powerful pressure of the US and international community demanding that the Soviet-US accords in the field of control over armaments be observed and the sliding of the world to a nuclear disaster be stopped."

Tass said President Reagan had accused the Kremlin of violating existing arms control agreements. "It goes without saying that these accusations were not backed up by a single fact," the agency said.

Senior Western observers described the criticism as perfunctory and mild and noted that it had taken a long time to appear, indicating that Moscow may be hoping that the second part of Washington's threat to breach the treaty in December may be averted by the second Reagan-Gorbachov summit, which is expected to take place around then.

Tass recalled that the US had declared in May 1982 that it would not take any action to break the treaty, which was originally signed by former President Jimmy Carter, and the late Mr Leonid Brezhnev. It alleged that the purpose of the new moves was to evade the strict limitations on strategic missiles imposed by the treaty and leave the US freedom of manoeuvre to gain military superiority.

"The latest decision of the White House regarding the Salt 2 treaty can be assessed as a demand by Washington for the unilateral right, unprecedented in international practice, to throw out some provisions of a treaty and temporarily retain others," wrote Mr Vladimir Bogachov, a leading military analyst.

• **WARSAW:** Poland and Czechoslovakia yesterday accused the US of seeking military superiority over the Soviet Union since their encouraging summit meeting in Geneva last November. President Husak of Czechoslovakia and General Jaruzelski, the Polish leader, condemned US air attacks on Libya last month and accused Washington of aggravating tension and conflict in various parts of the world.

The breakdown, page 6
Leading article, page 11

(From *The Times*, London, 29 May, 1986)

[16]

Why Mr. Reagan Blundered on SALT

By Albert Gore Jr.

GENEVA — The President's announcement last Tuesday that we will no longer be bound by the second strategic arms limitation treaty — and would violate one of its central provisions later this year if the Soviet Union does not make "radical changes" in its behavior — may be judged by history as his most serious mistake. Both in its substance and in the manner in which it was made, this decision illustrates the Reagan Administration's ambivalence about arms control and its deep confusion about our nation's strategic goals. The President is justified in condemning Moscow's violations of existing arms control agreements. But his proposed remedy would hurt us far more than it would hurt the Russians and would greatly increase the danger to both nations.

To begin with, the Soviet Union now has four "hot" production lines for making intercontinental ballistic missiles and can quickly expand the number of warheads on its already deployed SS-18 heavy missiles. By contrast, we have one "lukewarm" production line and no real ability to quickly increase the number of warheads we have deployed.

Second, if both countries continue to respect the treaty, the Russians will have to dismantle and destroy far more launchers than we will in the next several years. Indeed, Moscow has already destroyed more than 1,000 missiles in order to comply with SALT restrictions, while we have had to destroy fewer than 100.

Third, the Soviet leadership does not need a political consensus to assign top budget priority to its military or to produce and deploy new weapons. As a self-governing people, we do require such a consensus. This decision will itself make that already difficult process even more difficult. The new fiscal constraints of the Gramm-Rudman-Hollings balanced-budget law will further complicate

our ability to engage in an accelerated arms race with the Soviet Union.

Fourth, we are part of a strategic alliance with truly independent partners, while Moscow's Warsaw Pact allies are really subservient puppets. The abandonment of SALT II has already meant new strains for the North Atlantic Treaty Organization.

Fifth, the decision is based on what may be a tragic miscalculation of the Soviet Union's most likely response. Instead of making the "radical changes" that President Reagan has demanded of them, the Russians may well see the lifting of the SALT II limitations, coupled with an aggressive American effort to build missile defense systems, as a simple one-word message: "Build!" — build offensive missiles and build them fast.

But what about Soviet noncompliance? Don't we have an obligation to hold the Russians accountable? They have deliberately impeded our efforts to verify their compliance with SALT II by heavily encrypting, or encoding, information from their missile tests. They have developed two new types of missiles instead of the one permitted by the treaty. And they have brazenly violated the Anti-Ballistic Missile Treaty's restrictions by building a new defensive radar at Krasnoyarsk, in central Siberia.

These three violations clearly call for a response in actions as well as words. Luckily, there are alternatives to the abandonment of SALT II. We can, for example, go forward with our plans to deploy our own new single-warhead mobile missile as a "proportionate response" to its Soviet counterpart, the SS-25. We can increase the number of "penetration aids" carried by missiles targeted in the vicinity of the Krasnoyarsk radar in order to eliminate whatever military advantage comes from its inland location.

His proposed remedy would hurt us more than the Russians — and endanger both nations

Albert Gore Jr., Democrat of Tennessee, is a member of the Senate Arms Control Observer Group.

(From the *New York Times*, 1 June, 1986)

Continued overleaf

[16] continued

There are alternatives to scrambling it

Solutions for the data-encrypting problem are more difficult to find. Nevertheless, the changes required of the Russians in this area may not turn out to be "radical," and a meaningful change could produce a very significant result. Some people close to President Reagan are convinced that an end to encrypting of missile tests would greatly improve his basic view of Soviet motives.

For our own part, we should consider what changes in our behavior might contribute to the kind of strategic outcome the Administration says it wants. After all, we have failed to ratify the last three treaties we signed with the Russians. And President Reagan has called into question the ABM treaty with what many believe is a preposterous reinterpretation of one of its important provisions governing new and exotic defensive systems.

The President has wisely abandoned the reckless rhetoric of his first two years in office, but serious doubts remain about his basic goal in our relationship with the Soviet Union. What he must clarify most of all - in his own mind and in his policies - is whether or not we really want to establish a working relationship with the Russians that relieves the enormous pressure we are now placing on them and they on us. Do we or do we not really want stability in our nuclear relationship with Moscow?

Some of the President's key advisers seem genuinely to believe that the basic character and motivation of the Soviet regime make it impossible to work out a useful *modus vivendi* - that all such efforts, of which arms control is the most important, merely serve to constrain us, while the Russians press on toward global domination. In this view, we can emerge free and secure from our competition with the Russians only if their system is somehow transformed by external and internal stresses. From this perspective, arms control - with its promise of diminished competition and risk - only eases pressures on the Soviet Union and is therefore inherently undesirable.

According to this view, our tack, though unstated goal must be to re-establish some form of strategic superiority. It happens to be politically unfeasible to accomplish this by beating the Russians in an offensive arms race. So hardliners now seek to achieve it through another means - a version of the Strategic Defense Initiative quite different from what the President originally proposed.

The President still speaks of the S.D.I. as a comprehensive defense that will replace our dependence on classical deterrence - the threat of retaliation against a Soviet attack. But many in his Administration define S.D.I. as a limited defense of our retaliatory missiles that will enhance rather than replace deterrence. While the President still envisions a "cost-effective and invulnerable" defensive system to be jointly deployed by us and the Soviet Union - cooperation orchestrated through arms control - his Secretary of Defense is designing a quick and dirty system to be deployed as rapidly as possible without regard to cost effectiveness or Soviet cooperation.

We must clear up this confusion in our strategic goals and our methods of pursuing them. The next few months will be an especially critical period - particularly dangerous but also an opportunity for a breakthrough. The possible convergence in early December of a second summit meeting and the scheduled reconsideration of SALT II makes it imperative for both superpowers to reassess their goals and practices.

A plausible agreement would include an American decision not to undercut SALT II; a decision by Moscow to reduce its encrypting; an agreement on a genuine and fair 50 percent reduction in strategic offensive forces; a moratorium, of a decade or more, on actual deployment of strategic defenses; and an agreement to redefine key imprecise terms in the ABM Treaty.

Such an agreement may be accessible and acceptable to both countries if the proper decisions are made between now and early December.

shared knowledge) in the form of complex nominals or nominalizations is very characteristic of advanced academic writing. Halliday (1986) refers to this phenomenon as grammatical metaphor, and associates it with the language of thinking. The use of this linguistic phenomenon is quite common and appropriate in a genre in which the writer argues persuasively to offer views and opinions that he holds or believes in. He takes a specific position with regard to events around him or issues that may be political, economic, socio-cultural or any other, and tries to justify his point of view. This phenomenon is found in certain types of persuasive academic writing too. Even the discourse strategies and the finally emerging discourse regularities in such lead articles and editorials have a lot in common with what we are very likely to find in many academic essays. They typically seem to have the following four-part cognitive structure.

1. PRESENTING THE CASE, which concerns actual events, i.e., what is or what was in the world of everyday events. It may be seen as framing issues, clarifying choices or defining areas of concern.
2. OFFERING THE ARGUMENT, where the editor discusses the possible alternative worlds, i.e., what was not or what might have been and can be seen in terms of Kinneavy's (1971) confutation and confirmation.
3. REACHING THE VERDICT, which concerns the world of desired events, i.e., what should be or what should have been and is generally seen as the writer's conclusion.
4. RECOMMENDING ACTION, where the writer is seen as suggesting how the desired world of events can be realized.

The discourse structure of a typical news report, on the other hand, is very characteristic of news reports only. It is very much like an inverted pyramid where the movement from top to bottom represents *general* → *specific*; or, *summary* → *expansion*; or, *preview* → *detail* (see Hoey, 1983). This downward movement also represents the expected decrease in the number of readers. In fact, it can be counter-productive to introduce the ESL learner to news report discourse without making him aware of the pitfalls that lie ahead because it is one of those genres which systematically break the rules of chronological sequencing in narrative, which is valued so very highly in many other genres with which language learners are mostly concerned. So once again, we are likely to run into problems if genre specificity is overlooked. It is true that some genres can give us

directly utilizable insights for various types of academic discourse whereas others are likely to be counter-productive in the sense that they may mislead the language learner into believing that technical and business reports are written the same way as the journalist writes his news reports. Or it will be even more misleading if the learner starts making indiscriminate use of news-reporting language with its typical and exclusive lexis (*bid* for *attempt*, *probe* for *investigation*, *rap* for *reprimand*, *row* for *dispute*, or *pact* for *agreement* etc.), outlandish construction of adjectives (*seven-to-ten hour delay*, *sex-in-air hostess*, *out-of-court settlement*, etc.), predominant use of verbal style where nominal style is more appropriate, or exclusive *solution* → *situation* → *problem* → *evaluation* information structure, where the unmarked *situation* → *problem* → *solution* → *evaluation* is required. Let me illustrate this by taking the following two examples, one from a news report and the other from a technical report (p. 167):

[17]

<h2>Test for bone marrow graft rejection found</h2>	
SOLUTION	<p>BOSTON, Fri. - A team of American doctors reported on Wednesday the discovery of a test to determine if a bone marrow transplant will be rejected - a discovery that could dramatically reduce the danger of a powerful yet risky cancer treatment.</p> <p>Transplanted marrow is used to treat several forms of leukaemia and other diseases in which the marrow is defective.</p> <p>Although doctors try to check compatibility of donors and recipients, immune cells in the transplanted bone marrow some</p>
PROBLEM-><-SITUATION->	<p>times launch a deadly attack on all the other cells.</p> <p>The condition, called graft-versus-host disease, is exactly the opposite of the problem that plagues conventional transplant patients.</p> <p>The new test, developed by researchers at Baltimore's Johns Hopkins University and reported in the latest New England Journal of Medicine, was evaluated on 32 patients scheduled to receive bone marrow transplants. - Reuter.</p>
	<-PROBLEM
	<-EVALUATION->

(From the *Straits Times*)

[18]

<p>When small printed circuits boards or microcircuits etc. are exposed, in service, to vibration and "rough handling" etc., they are prone to many failings. These include the actual components becoming separated from the boards themselves, or even the cracking of the boards. The most common situation where this occurs is the case of a missile. The "rough handling" in this case is the acceleration as the missile is launched. Obviously it would be useless if such an important component was lost from the firing circuit of the missile and all the money involved in the manufacturing and launching would have been <u>spent without obtaining results.</u> The question is, of course, how can this situation be avoided? Not only do we have the possibility of circuits failing when components actually fall off. There is also the case of components moving and "shorting" against one another. Printed circuit boards are a convenient method of manufacturing in large numbers, they are also very compact, but the situation has to be avoided somehow in order to continue in their use.</p>	Situation
<p>An answer is found in encapsulation, or potting of the circuit. Here, a mould is required of a convenient shape. The complete circuit board is then mounted inside the mould and the latter fitted with a material such as an epoxy resin. This fills the spaces between the components, the linking wires, and when the resin has "gone off", the circuit is like one solid brick. Obviously wires may be left protruding as <u>required for connection purposes.</u> The resulting block may be mounted using GNOME fixing methods and the problem of boards cracking and components moving no longer arises. Epoxy resins are comparatively light and therefore do not affect the height of the complete system to any great extent. There are new costs involved to the manufacturer, i.e., mould tools etc., but these may be justified as the desired result is obtained. The shape of the mould may be varied to not only encapsulate the material but also to incorporate mounting facilities. This encapsulation also has the advantage that dirt and dust is excluded from the circuit.</p>	Problem
<p>When small printed circuits boards or microcircuits etc. are exposed, in service, to vibration and "rough handling" etc., they are prone to many failings. These include the actual components becoming separated from the boards themselves, or even the cracking of the boards. The most common situation where this occurs is the case of a missile. The "rough handling" in this case is the acceleration as the missile is launched. Obviously it would be useless if such an important component was lost from the firing circuit of the missile and all the money involved in the manufacturing and launching would have been <u>spent without obtaining results.</u> The question is, of course, how can this situation be avoided? Not only do we have the possibility of circuits failing when components actually fall off. There is also the case of components moving and "shorting" against one another. Printed circuit boards are a convenient method of manufacturing in large numbers, they are also very compact, but the situation has to be avoided somehow in order to continue in their use.</p>	Solution
<p>When small printed circuits boards or microcircuits etc. are exposed, in service, to vibration and "rough handling" etc., they are prone to many failings. These include the actual components becoming separated from the boards themselves, or even the cracking of the boards. The most common situation where this occurs is the case of a missile. The "rough handling" in this case is the acceleration as the missile is launched. Obviously it would be useless if such an important component was lost from the firing circuit of the missile and all the money involved in the manufacturing and launching would have been <u>spent without obtaining results.</u> The question is, of course, how can this situation be avoided? Not only do we have the possibility of circuits failing when components actually fall off. There is also the case of components moving and "shorting" against one another. Printed circuit boards are a convenient method of manufacturing in large numbers, they are also very compact, but the situation has to be avoided somehow in order to continue in their use.</p>	Evaluation

A student example reported in Winter (1976)

Winter (1976) has referred to several alternatives to this standard *situation* → *problem* → *solution* → *evaluation* pattern and some of these are *situation* → *problem* → *evaluation*; *situation* → *evaluation*; but *solution* → *situation* → *problem* → *evaluation* is exclusive only to news reports because it is only in them that the journalist starts with the freshest information at the top. It is necessary to make the learner aware of generic distinctions in the language of newspapers so that s/he can not only distinguish discourse organization of news reports from that of editorials but account for such distinctions, too.

Coming to the exploitation of English in newspapers, there seem to be three main areas of pedagogical application. In the case of English-language awareness courses, where the primary concern is to make the learner familiar with a range of genres of English and not to prepare him to make use of this language to pursue his academic courses, such an awareness of language use will certainly extend beyond the university curriculum. This situation is not radically different from English for General Purposes (EGP). The second major area of application is English for Academic Purposes (EAP) where the learner needs to be proficient in the range of academic English either for receptive or productive use, or both, and in this case the learning of language is more specifically controlled by an existing curriculum. The third might be an ESP (English for Specific Purposes, Academic or Occupational) situation, where the aim definitely is to prepare learners for specific tasks associated with the teaching/learning of journalism.

In EGP courses teaching/learning is neither strictly controlled by any subject curriculum nor by any specific purpose. In such programmes, it is advantageous for the learner to be made aware of a large variety of functional genres, particularly those s/he is likely to continue to read after his or her formal education. In fact, it will develop awareness and interest in reading English through newspapers, which will certainly help his or her English education beyond the curriculum stage.

In the second case, where teaching and learning of English serves an academic purpose, sensitivity to genre specificity is likely to be more crucial because newspaper English will have to be used as a tool to master other academic varieties of the language. To what extent this will be possible depends largely on the selection of genres used as input to language-development courses, and, more importantly, on what tasks are set on such a selection. In principle, it is possible to use even news reports for teaching academic writing, provided the tasks are relevant to the academic purpose in question. It is relatively less

important to select the right genre but more important to set the right tasks on what one may have selected. Let me illustrate this with the help of the following example of the news report.

[19]

Washington set to 'go bust' on Oct 15

Unless debt ceiling is raised to \$4,000 b, warns Treasury

WASHINGTON, Wed. – The Treasury Department has said the government will run out of money next month unless Congress raises the ceiling on the federal debt to a new high of more than US\$2,000 billion (S\$4,000 billion).

Without a US\$255 billion increase to a record US\$2,078 billion, the government's bank account will run into the red on Oct 15, acting Assistant Treasury Secretary John Niehenke told a Senate finance subcommittee hearing yesterday.

"The word for that would be bankrupt," Senator Daniel Moynihan said.

He noted that the national debt has doubled

in slightly less than five years.

"It took 189 years to reach a trillion (a thousand billion)," subcommittee chairman John Chafee said.

The Treasury Department also asked to be allowed to sell another US\$50 billion in long-term bonds without regard to a legal interest payment limit of 4 per cent. It would prefer that this interest limit be abolished.

The increase in long-term bonds to US\$250 billion and the debt limit increase should carry government financing needs through the year starting Oct 1, Mr Niehenke said.

Senator Steven Symms, a long-time opponent of the routine debt ceiling

increases, said he will seek an amendment to prevent the government from spending more money than it takes in tax revenue.

"We're in a (spending) crisis," Mr Symms said. He explained that the current debt is costing each American US\$650 annually, a figure that will rise to US\$1,000 by 1990 at current rates.

Congressional sources said this amendment has little chance of passage.

The committee is to vote next week and Senate action is expected late this month.

Senate leaders have said Senate approval of the Bill will come after a long debate. – Reuter, UPI.

(From the *Straits Times*)

Here we have a news report on the problem of overdraft by the US government, which can be of interest to those studying economics, law or even political science. One of the things that makes this particular text suitable for a newspaper is the presence of what Kinneavy (1971) calls the 'surprise value'. And this, to a large extent, governs the typical discourse organization of this news report. The item that carries the highest surprise value has been chosen as the headline, and is

further elaborated in what in the newspaper world is known as the 'lead' or 'intro'. Any explanatory, background, or secondary materials, follow in that order. This principle of organization gives news reports the structure of an inverted pyramid in which the most important points of the story are given first, and the remainder of the story gives the items in decreasing order of importance and increasing order of finer detail. The lexico-grammatical system uses typical lexis, that is generally associated with newspaper language, particularly the use of 'go bust', 'debt ceiling', 'a US \$255 billion increase to a record US \$2.087 billion'. This is done to further reinforce the element of surprise value, adding at the same time factuality and some degree of comprehensiveness to the news story. The use of specialist lexis, i.e., economic vocabulary – in this case, 'debt ceiling', 'long-term bond', 'a legal interest payment', 'the routine debt ceiling increases' – is a good instance of role borrowing where lexis from business and economics has been used to add factuality to the news report. Similarly, the use of numbers and quotes from acknowledged sources is not simply to present evidence for what the reporter is claiming but for objectivity, and to signal the writer's withdrawal.

In order to use such a news report for an EAP purpose, i.e., to enable the learner to write a short academic assignment on the status of US overdraft position, we might set a task which teaches the learner to play down the role of surprise value and to play up the role of factuality and comprehensiveness. The lexico-grammatical and discourse features that are selected for more elaborate treatment (particularly the use of technical lexis, nominal against the verbal style, different discourse organization, etc.) should also make this distinction clear. This kind of transformation exercise will not only make the learner more sensitive to the newspaper genre but also help him or her to differentiate it from other academic genres.

Let me now take one final example (p. 171), this time from an editorial, to suggest how we can exploit it for EAP courses.

The editorial page of a newspaper is radically different from the rest of the paper; whereas the other pages are dedicated to reporting news as accurately and dispassionately as possible, the editorial page offers views and opinions of the newspaper. The editorial is generally regarded as the newspaper's analysis, discussion, opinion or verdict on the issues of the day. Unlike news reports, editorials are written to provoke some reaction by expressing a strong opinion. The most significant aspect of this genre is the way the editorial writer makes use of linguistic resources to create favourable or unfavourable bias in his

[20]

The Straits Times says

Unwarranted and inequitable

AN attempt by the US Congress to rein in the United Nations by the purse-string has, quite unnecessarily, added another contentious issue to the many divisive ones on the agenda as the General Assembly convenes its 40th sessions this week. A bill passed by Congress last month threatens to cut the US contribution to the UN from the current 25 per cent to 20 per cent, unless voting in the assembly on budgetary matters is weighted according to member states' contributions, thus effectively giving the US a veto over the UN budget.

Congress's action is obviously prompted more by disenchantment due to a loss of US influence at the UN in recent years than by concern over alleged fiscal profligacy by the world organisation. Although the US pays the biggest single proportion of the budget as determined according to a formula that takes into account a state's gross national product and population size, the absolute amount is estimated to be less than what its citizens spend on pet food every year. The 5 per cent certainly would not enable the Reagan administration to balance the US budget.

The UN, on the other hand, has not been deaf to warnings since the 1973 oil crisis to curb its spending. Few new posts have been created, and recruitment has largely been limited to filling vacancies arising from resignation, retirement or death. It has been difficult, however, to trim the budget, as the membership has more than trebled since the founding of the UN in 1945, and there are increasing requirements for conference, printing, translation and other facilities and ser-

vices. Because almost all the newer member states are from the relatively less developed South, there is also a need to spend more on administering social and economic programmes, of which the UN can justifiably be proud, even if it cannot claim credit for defusing tensions that relate more directly to immediate political and security problems.

If the US feels that, given the increase in membership, there should be a more even sharing of the budget, it should make its case on the basis of accepted criteria such as national income and population. The previous reduction of the US contribution rate, after all, was made largely on that basis. The present threat therefore appears to be unsubstantiated and has obviously been made to bolster the demand for what amounts to a veto over the budget. The move begs the question whether Congress now feels that the political returns to the US contribution to the UN have diminished and have to be restored by budgetary manipulation.

Even more objectionable is the violence the US threat of weighted voting, if not resisted, would do to the one-state one-vote principle on which the General Assembly is founded. That principle was allowed by the framers of the UN Charter, the majority of whom were the victorious Western states of World War II, in return for which the five big powers were given the veto as permanent members of the Security Council. Congress only betrays the democratic ideal on which it is itself founded if it tries to set such an unwarranted and inequitable precedent in the General Assembly. President Reagan should veto Congress's attempt to veto the world.

(From the *Straits Times*)

arguments. In editorial [20] we find a typical four-move discourse structure: **case, argument, verdict, action**. It is interesting to note how each move is signalled in each paragraph, particularly **offering the argument**, against the Congress's action and for the UN, which has been signalled as the topic in the opening sentences. Also interesting is the way a shift in tense pattern in **reaching the verdict** and in **recommending the action** has been used as a signal to refer to the world of desirable events. All this signalling is closely related to the communicative purpose of the genre which this particular text illustrates. Since the editorial expresses a strong opinion against the action of the US Congress, it is interesting to see how the writer selects linguistic resources to realize favourable or unfavourable bias. Opinion has been expressed in no uncertain terms in the headline **Unwarranted and inequitable**. In the editorial, this bias against the attempt on the part of US Congress to block US contribution to UN budget has been realized and reinforced by a careful selection of lexis. Lexical selection can work in a number of ways. In example [14], discussed earlier, lexical selection was very cleverly used to add colour to reports on sports, turning them from matter-of-fact reports into popular explanation. In the present editorial there is a very subtle use of lexical selection which helps the writer to achieve favourable or unfavourable bias, favourable to the UN and unfavourable to the US Congress. The following expressions make the point clear:

Unfavourable bias towards the US Congress:

- An attempt by the US Congress to rein in the United Nations by purse-string
- A bill passed by Congress . . . threatens to cut the US contribution
- Even more objectionable is the violence the US threat of weighted voting, if not resisted, would do to the one-state one-vote principle on which the General Assembly is founded
- Congress betrays the democratic ideal

Favourable bias towards the UN:

- The UN, on the other hand, has not been deaf to warnings
- It has been difficult, however, to trim the budget

- There is also a need to spend more on administering social and economic programmes, of which the UN can justifiably be proud

The other important aspect of this editorial is the use of nominal expressions, which refer to the concepts that are either taken as part of shared knowledge or assumed to be given in the prior discourse, i.e., news reports on which the editorial is based or certain parts of this same editorial. Genre analysis allows one to rationalize what aspects of a particular genre are textualized by some of these grammatical resources. Some of these linguistic devices are used in other genres too, especially where the communicative purposes overlap, and it is these areas of overlap which should motivate language teachers to exploit a variety of genres for a better understanding of language. However, inadequate sensitivity to genre specificity can reduce the effectiveness of the learning experience.

As for ESP, the importance of newspaper English can hardly be overstated. If the learner has to acquire the ability to operate successfully in journalism, either in an academic or professional setting, s/he must be sensitized to most of the genres that s/he will eventually be operating in (see Bhatia, 1983b and 1986 for a detailed discussion of this issue). Any indirect means of achieving this will only make the process more difficult.

To sum up, newspaper English has great potential as input to materials design programmes. It is attractive because of its variety and accessibility, international acceptability and local flavour. However, its full potential for various language-teaching purposes can be best realized only by looking at this vast resource of linguistic data from the point of view of genre analysis. Failure to sensitize language users to the various genre distinctions might result in ineffective teaching and learning. A genre-based language curriculum facilitates the use of new and varied linguistic input in the language classroom. But for a successful application, there must be a principled generic basis for the curriculum and an understanding of the importance of text-task relationship in order to ensure discourse competence in the language learner. A genre-based language syllabus need not contain a set of preselected texts in the form of a reading anthology. Instead, it may list a set of genres and task-types that can be designed for specific text-genres. Selection of texts for use in the classroom can then be left to the teacher and the learner, depending upon their interest, motivation and purpose. This kind of flexible curriculum will give greater freedom to the learner and the teacher to participate actively in their learning and teaching activities. It will also make the learner more sensitive to

the use of language in newspapers for various communicative purposes.

6.3 Text-task relationship in English for legal purposes

The teaching of English for Legal Purposes, whether academic or occupational, has always been guided by pedagogical convenience rather than effectiveness. Since the ESP teacher finds it difficult to deal with complicated authentic legal texts, s/he tends to use either simplified texts or texts of general interest. Crocker (1982:6) confirms this when he admits,

Although students valued "relevance" in the language course, the prospect of requiring instructors, whose control of English covered the domains of general educated social use, to handle samples of use well outside their normal domains (texts on international law, company contracts, etc.) was sufficient to preclude (matters of principles outside) initiating any task with inspection of a sample of legal text.

Therefore, many of these practising teachers either select general reading material and focus on grammatical form (Crocker, 1982) or select cases from legal casebooks because they 'exhibit discourse which is often simple and the opposite of obscure; and which is therefore accessible to the language student of lower intermediate to higher intermediate level' (Calderbank, 1982:3) and focus on general comprehension exercises. Both strategies turn out to be equally ineffective for legal English courses. A few teachers use legal cases because they find them convenient; however, they rarely use legislative writing as input to their courses simply because they find it extremely complex, and what White (1982) calls 'invisible'. Referring to legislative discourse, White (1982) claims that

the most serious obstacles to comprehensibility are not the vocabulary and sentence structure employed in the law, but the unstated conventions by which the language operates.

He points out that there are expectations about the way in which language is used in legal settings but such expectations do not find

explicit expression anywhere but in the legal culture that the surface language simply assumes. As a consequence of these difficulties, there is a heavy emphasis on the use of cases in legal English courses at the expense of legislative texts. This results in two undesirable consequences. First, legal cases tend to be treated in English courses as narratives, and learners are never given any opportunity to get engaged in the procedural activities or tasks which are relevant to the study of the law. This invariably leads to a lack of appropriate text-task relationship. Second, learners are never given an opportunity to appreciate the essential intertextual relationship between the various genres and the purpose they serve in a variety of legal settings. Legal cases and legislative provisions are complementary to each other. If cases, on the one hand, attempt to interpret legal provisions in terms of the facts of the world, legislative provisions, on the other hand, are attempts to account for the unlimited facts of the world in terms of legal relations. This complementarity of the two genres is evidenced in what de Beaugrande and Dressler (1981) call the *intertextuality* in legal cases, particularly in the richness of elaborate legal argumentation in legal judgments.

This kind of failure to take into account the appropriate text-task relationship in ESP courses can lead to two kinds of problems. First, there is always a danger that an uninitiated teacher of EALP or EOLP is likely to treat these cases as narrative because, in one sense, they do appear to be a narration of events, particularly in the description of the facts of the case. As a legal genre, however, cases are entirely different from traditional narratives. As already discussed in Chapter 5, they have a typical four-move cognitive structure, consisting of *identification of the case*, *description of the facts of the case*, *arguments of the judge* and *the pronouncement of judgment*. The cases differ from ordinary narratives not simply in the way they are structured but also, and perhaps more significantly, in the tasks that law students are required to engage in while handling cases appropriately and adequately. Students are required to study cases because legal decisions are based on the doctrine of precedent, which means that courts follow previous decisions within more or less well-defined limits. The part of the case that is said to possess authority is known as the *ratio decidendi*, which Glanville Williams, a distinguished legal writer, defines as 'the material facts of the case plus the decision thereon' (Williams, 1982:67). On the importance of *ratio decidendi*, he asserts:

Finding the *ratio decidendi* of a case is an important part of the training of a lawyer. It is not a mechanical process but is an art that one gradually acquires through practice and study . . . The ascertainment of the *ratio decidendi* of a case depends upon a process of abstraction from a totality of facts that occurred in it. The higher the abstraction, the wider the *ratio decidendi*.

Therefore, a major concern of law students when reading legal cases is not simply to understand them as stories and then to answer comprehension questions on them, but to appreciate which facts of the case are legally material and to distinguish them from those that are legally immaterial, whether an earlier decision or a rule of law is relevant, whether a particular case is distinguishable from another, and to deduce the *ratio decidendi* of the case. The task of the ESP teacher, therefore, is to ensure such an appreciation. Failure to perceive these specialized tasks might lead to confusion on the part of the student and will make his job more difficult. Let me take an example to illustrate this:

[21]

Letang v. Cooper

[Court of Appeal (1965) 1 Q.B. 232; (1964) 3 W.L.R. 573; 108 S.J. 519; (1964) 2 Lloyd's Rep. 339; (1964) 2 All E.R. 929]

The defendant appealed from a judgment for the plaintiff by Elwes J., who held that the plaintiff's claim was not time-barred [1964] 2 Q.B. 53. The appeal was allowed.

Lord Denning M. R.: On July 10, 1957, the plaintiff was on holiday in Cornwall. She was staying at an hotel and thought she would sunbathe on a piece of grass where cars were parked. While she was lying there the defendant came into the car park driving his Jaguar motor-car. He did not see her. The car went over her legs and she was injured.

On February 2, 1961, more than three years after the accident, the plaintiff brought this action against the defendant for damages for loss and injury caused by (1) negligence of the defendant in driving a motor-car and (2) the commission by the defendant of a trespass to the person.

The sole question is whether the action is statute-barred. The plaintiff admits that the action for negligence is barred after three years, but she claims that the action for trespass to the person is not barred until six years have elapsed. The judge has so held and awarded her \$575 damages for trespass to the person.

Under the limitation Act 1939 the period of limitation was six years in

Letang v. Cooper continued

all actions founded "on tort"; but, in 1954, Parliament reduced it to three years in action for damages for personal injuries, provided that the actions come within these words of section 2(1) of the Land Reform (Limitation of Actions, etc.) Act 1954, "actions for damages for negligence, nuisance or breach of duty (whether the duty exists by virtue of a contract or of a provision made by or under a statute or independently of any contract or any such provision) where the damages claimed by the plaintiff for the negligence, nuisance or breach of duty consist of or include damages in respect of personal injuries to any person".

The plaintiff says that these words do not cover an action for trespass to the person and that therefore the time bar is not the new period of three years, but the old period of six years. . . . I must say that if we are, at this distance of time, to revive this distinction between trespass and case, we should get into the most utter confusion.

I must decline, therefore, to go back to old forms of action in order to construe this statute. . . . The truth is that the distinction between trespass and case is obsolete. We have a different sub-division altogether. Instead of dividing actions for personal injuries into trespass (direct damage) or case (consequential damage), we divide the causes of action now according as the defendant did the injury intentionally or unintentionally. If one man intentionally applies force directly to another, the plaintiff has a cause of action in assault and battery, or, if you so please to describe it, in trespass to the person. . . . If he does not inflict injury intentionally, but only unintentionally, the plaintiff has no cause of action today in trespass. His only cause of action is in negligence, and then only on proof of want of reasonable care. If the plaintiff cannot prove want of reasonable care, he may have no cause of action at all. Thus it is not enough nowadays for the plaintiff to plead that "the defendant shot the plaintiff." He must also allege that he did it intentionally or negligently. If intentional, it is the tort of assault and battery. If negligent and causing damage, it is tort of negligence.

In my judgment, therefore, the only cause of action in the present case, where the injury was unintentional, is negligence and is barred by reason of the express provision of the statute.

This is an interesting case, based on the interpretation of section 2(1) of the Land Reform (Limitation of Actions, etc.) Act 1954, which Lord Denning construes in the light of modern-day interpretation of trespass and negligence. In this case, if one were to bring back old precedents, the judge says, one should produce the most absurd anomalies. In a case like this the reader is not simply trying to understand narrative in the form of case description but also interpreting legislative provisions

in order to formulate the *ratio decidendi* of the case, which will be more or less in the following form:

Any person, who intentionally causes injury to another person, is liable to that other person in trespass

or

If a person causes injury only unintentionally, then he is not liable in trespass. The person injured has action only in negligence, and it is for that person to prove want of reasonable care.

In following these steps, the EA/OLP learner is required to interpret the world of facts in terms of legal relations, thereby creating a unique world of rights and obligations that we, as members of civilized society, live in. In fact, this process of relating the outside world to the typical world of rules and regulations is the essence of all legal education. These steps may appear to be a simple process of abstracting from the totality of facts to generalize in the form of legal rules, but the way past authorities and established rules of law are interpreted and made relevant by the presiding judge in his judgment makes these cases one of the richest genres in intertextuality of the text.

What kinds of tasks are relevant for the learner of ESP on such texts? The cases provide the learner with an opportunity to appreciate how legally-material facts are woven into a rational and reasonable argument, and how they are used to extract a *ratio decidendi*. In doing so, they must be able to distinguish one set of legally material facts from another with obvious surface similarities but some very crucial differences. This also gives an opportunity to the learner to appreciate and interpret legislation in its simplest form in small quantities, as it were. Moreover, the learner will also learn to appreciate and understand the nature of legal reasoning, particularly the way legal authorities, in the form of precedents in earlier cases or legislative provisions, are made relevant and used as evidence for or against a particular point of view. All these skills are vital to the training of apprentice legal professionals. Williams (1982:142) has these very things in mind when talking to law students about examination questions:

It need hardly be added that the examiner *always* wants reasoning and authorities for the answer, even though he does not expressly ask for them.

At another point, in the same book, on the use of statutory provisions and earlier cases, he points out:

One of the most important of a lawyer's accomplishments is the ability to resolve facts into their legal categories. The student should therefore take pains to argue in terms of legal rules and concepts. . . . When citing cases, the mere giving of the name is of little use. What is wanted is not only the name but a statement of the legal points involved in the decision, and perhaps also a consideration of its standing. (Williams, 1982:118-119)

Learners need to appreciate the way social justice is negotiated in legal settings. Cases demonstrate the process of legal reasoning and decision-making in law. When using cases as input to ESP courses, it is necessary for an ESP teacher to engage the learner in tasks that ensure an appreciation and understanding of decision-making. However, it is often not realistic to attempt to teach these skills and abilities without the genres through which they are realized. In fact, it is not simply a question of handling one genre but several at the same time because of the essential intertextuality of the legal documents, whether one considers legal cases, legislative provisions or textbooks. None of these genres can be handled adequately in isolation. It is certainly true that legislative provisions are the most complex of all the legal genres, characteristically displaying a kind of cognitive structuring that requires very specific reading and interpreting strategies on the part of the apprentice readers (see Bhatia, 1982). Some of these strategies the learners will have learnt to use while working through legal cases, which make accessible to them the role of preparatory qualifications, especially the way they describe circumstances to which a particular provision becomes applicable (see Bhatia, 1982, and also Chapter 5 of this book). Let us take section 2 (1) of Limitations Act, 1939 as amended by the Law Reform (Limitation of Actions &c.) Act 1954, s. 2(1), a part of which has been used by the judge in the case mentioned above, and see what part the facts of the real world play in the world of legal relations.

[22] Limitation of actions of contract and tort,
and certain other actions

- (1) The following actions shall not be brought after the expiration of six years from the date on which the cause of action accrued, that is to say:—
- (a) actions founded on simple contract or on tort;
 - (b) actions to enforce recognisance;

- (c) actions to enforce an award, where the submission is not by an instrument under seal;
 (d) actions to recover any sum recoverable by virtue of any enactment, other than a penalty or forfeiture or sum by way of penalty or forfeiture.

Provided that, in the case of actions for damages for negligence, nuisance or breach of duty (whether the duty exists by virtue of a contract or of provision made by or under a statute or independently of any contract or any such provision) where the damages claimed by the plaintiff for the negligence, nuisance or breach of duty consist of or include damages in respect of personal injury to any person, this section will have effect as if for the reference of six years there were substituted a reference to three years.

(Limitations Act, 1939)

The case of *Letang v. Cooper* rests on the interpretation of section 2 (1) of the Limitations Act, 1939 as amended in 1954, particularly on the last proviso-clause, which disallows action for negligence after a lapse of three years. The plaintiff takes the position that her action comes under trespass, which includes damages for personal injury, and hence should not be considered as time-barred after three years. Any reasonable decision on the issue requires analysis of the facts of the case to match the legal relationship favoured in the statutory provision referred to above. Lord Denning takes the position that the facts of the case indicate that it can only be interpreted as action for negligence and not for trespass, and, as such, it must be time-barred after the lapse of three years. The main point of the case, therefore, can never be adequately understood and appreciated unless one moves systematically from the real world of facts to the world of legal relations envisaged in the form of legislative provisions. On the other hand, legislative provisions, as we discussed in the chapter on legal discourse, are rarely, if ever, of universal application. They become operative only in a specific set of circumstances, a selection of which is used as a basis to create legal relationship(s) represented in a rule of law. In order to understand the nature and function of legislation, the learner must develop a capacity not only to appreciate how specific facts of the world are used to create legal relations but also to apply specific legal provisions to relevant facts of the world. Therefore, specialist learners must be trained to handle both – legislative provisions so that they can apply such legal relations to the facts of the world outside, and legal cases so that they can perceive legal relations from the facts of the world. So, in exploiting the two types of authentic legal texts, the ESP teacher has to be able to create an awareness of various genres used in different legal settings and also to bring them together in a meaningful

relationship. Training of this kind can be given effectively and economically only if the ESP course designer engages the learner in appropriate tasks, with input from authentic legal genres.

6.4 Genre-based ESP materials – the case of UNDP-Government of Singapore self-access project

Genre-based approach to ESP materials development for ESP is relatively new. There is very little available in the form of any complete set of teaching materials, except the two, one for business and the other for technology, produced by the UNDP-Government of Singapore Project in the Teaching of English in Meeting the Needs of Business and Technology. This project was undertaken to develop EBT (English for Business and Technology) materials to be used on a self-access basis to supplement the existing mainline programmes at the two existing polytechnics in Singapore. The two volumes of materials, which were the outcome, were produced by the joint effort of a team of EBT specialists and practising teachers representing the three participating institutions, namely, the National University of Singapore, Ngee Ann Polytechnic and Singapore Polytechnic. Volume 1 contains materials to be used in English for Business, and Volume 2 in English for Technology.

In order to ensure that the materials were realistic and relevant to the needs of the students in the two institutions, a detailed needs analysis was carried out to obtain information on, and descriptions of, subject activity, and to understand the expectations that subject teachers had of their students. The project team sought co-operation not only from the subject departments but also from the world of business and technology beyond the two polytechnics in an attempt to collect authentic linguistic data, to get descriptions of circumstances in which the students would be operating, and to understand those circumstances, in general terms. To ensure such relevance, a large database of authentic resource materials from local sources was created and analysed using principles of genre analysis. The analysis was carried out at various linguistic levels (lexico-grammatical as well as discursive) in the context of sociolinguistic and cognitive constraints that seemed to operate on these genres. The aim was to arrive at as 'thick' a description of these genres as possible, in order to give psychological reality to the analysis and the materials. The project

team also obtained specialist reactions not only on the analyses of various genres but also on the final versions of teaching materials from the subject specialists at the two polytechnics. In order to serve specific departmental requirements more adequately, teaching materials for technology were written on a departmental basis, in spite of a great degree of overlap in the way genre distinctions were realized in these disciplines.

The materials are primarily based on the description of authentic linguistic data, where the focus was not just on the language (lexico-grammar and cognitive structure) but also on the conventions and procedures that shape the genres in question. The materials, therefore, do not simply promote the awareness of the linguistic system underlying a particular genre but also offer genre-specific explanation as to why certain features of language realize specific values in individual genres. The underlying principle, therefore, is to take the learner from pure descriptive linguistic tasks towards genre-specific explanation of why such linguistic features are used and to what effect. This, it is hoped, will help the learner to use language more effectively in academic and professional settings, and to bring much needed psychological reality and relevance to the learning task. The approach to genre analysis and materials design is not prescriptive but clarificatory. The idea is that once the conventions and procedures are learnt and adequately understood, the learner can then be encouraged to exploit them creatively to achieve private ends within the socially recognized communicative purposes.

Volume 1 on Business consists of eight units, six of which are devoted to letters of various types, one to memos and one to job application letters. Volume 2 on Technology consists of five units, two on Lab Reports and the remaining three on Project Reports for various departments of the two polytechnics. In Technology the main emphasis is on writing Introductions and Discussion and Conclusion sections of the reports. Each unit is devoted to a specific (sub)genre, and consists of a head text followed in most cases by a set of three head worksheets. The head text represents a standard or model example of that particular (sub)genre and sets out the main rhetorical moves or steps needed for its adequate realization by colour-coding each move. Each head text is followed by a set of three head worksheets.

Head worksheet 1, in each unit, is meant to help the learner internalize the interpretative generic structure of the genre in question. This highlights the main discursive strategies that are conventionally exploited to achieve communicative ends in specific academic and professional settings. This gives the learner what Carrell (1983) refers

to as 'formal schemata' in the form of discursive conventions that are typically associated with the genre. Head worksheet 1 in the Business volume, for example, begins with a head text, which is taken as a standard or model example of a sales promotion letter (see Bhatia and Tay, 1987:1).

After reading the head text the learner is given in simple terms a detailed explanation of the communicative purpose of the (sub)genre and the various moves the writer makes use of to achieve that purpose. The moves are also colour-coded in the head text in order to make them obvious to the learner. The explanation does not contain any technical or other difficult vocabulary, except the names of the moves, which are also kept in communicative terms. The purpose of such an explanation is to make available to the learner what Carrell (1983) refers to as 'content schemata' against which the learner tries to understand the strategies that an expert genre writer employs to achieve his communicative purpose(s). The explanation can be given on the audio or video tape or in written form. Having made sure that the learner has understood and internalized both a typical communicative structure (formal schema) and the conventionalized patterns of knowledge, beliefs and experience of the specialist community associated with the genre in question, the head worksheet gives further practice to the learner in the following three aspects of genre construction and comprehension:

1. Identifying and assigning discursive values to various parts of the text
2. Internalizing the discourse structure of the genre
3. Introducing the learner gradually to the variation in the use of strategies to realize specific moves

Each exercise is, therefore, preceded by significant explanation of the strategy used by the author to achieve his or her intention. Exercise 2, for example, is not simply a mechanical exercise in the identification of various moves in the genre, but it also introduces the learner to different ways of establishing credentials, (as in part A below), including a case where the author needs to skip such a conventional realization of the first move, as in B below (slightly modified versions from Bhatia and Tay, 1987:5).

[23]

STANDARD BANK	
268 Orchard Road, Yen Sun Building, Singapore 0923	
4 December 1987	
Mr Albert Chan 1 Sophia Road, 05-06 Peace Centre Singapore 0922	
Dear Sir	
We are expertly aware that international financial managers need to be able to ask the right questions and work in the market place with confidence.	Establishing credentials
Corporate Treasury Services, Standard Bank, now provides a week-long Treasury Training programme designed to develop awareness and confidence in managers.	Introducing the offer <i>Offering product/service</i>
We explain the mechanics of foreign exchange and money markets. We discuss risk from an overall standpoint and practical hedging techniques to manage foreign exchange risks. We also discuss treasury management information systems, taxation and the latest treasury techniques.	<i>Essential detailing of the offer</i>
We will be holding our next Treasury Training Programme from 24-28 February 1987, inclusive. The fee for the Training Programme will be US\$1,500 per person to include all luncheons and a dinner as indicated in the schedule as well as all course material.	<i>Indicating value of the offer</i>
The programme is both rigorous and flexible. It can be tailored to fit the needs of a whole corporation or just a few levels within the company.	<i>Indicating value of the offer</i>
We are pleased to inform you that if your company sponsors 6 or more staff for the course, we will offer you a discount of US\$100 per person.	Offering incentives
For your convenience, I enclose a reservation form which should be completed and returned directly to me. If you have any questions or would like to discuss the programme in more detail, please do not hesitate to contact me (Telephone No. 532 6488 / telex No. 29052).	Enclosing documents Soliciting response
As the number of participants at each training programme is limited, we would urge you to finalize as soon as possible your plans to participate.	Using pressure tactics
Thank you very much for your kind consideration.	Ending politely
Yours faithfully	
Mr G. Huff	

[24]

Exercise 2

(A)

Explanation

The writer of a promotional letter can use the move establishing credentials not only by referring to the needs of the business world in general or the needs of a customer in particular as in Mr Huff's letter given as the head text, but by referring to his own company's achievements/speciality as well. For instance in the following example,

C & E Holidays, the name synonymous with the very best in travel trade with 20 years of professional expertise, will present you with a variety of programmes.

the writer establishes credentials by stating his company's past experiences and field of specialization. He may choose to use either of these two or, sometimes, both the strategies together to realize this move.

Instructions

Label the following text to indicate how many different strategies the author uses in establishing credentials of his company.

The next 12 months are going to be difficult ones for Singapore industries as a whole. We, at Marco Polo are fully aware of the current market situation and are continuously upgrading our facilities and amenities to meet new competition.

(Check with answer sheet)

(B)

Explanation

In certain cases when the company for which the writer is writing, has had past business dealings with the customer, he does not need to establish credentials. Instead, he would like to begin his letter by thanking the customer for his continued support. Look at the following example of this kind.

You have now been a member of International Airline Passenger Association for about three months. Your continuing support keeps our worldwide organization strong and we want you to know that we appreciate your confidence in our services.

Continued overleaf

Instructions

Label the strategies that the author is using in the following text examples to establish credentials.

- (1) With the current economic downturn we would like to take this opportunity to express our sincere appreciation for your support during the past months.
- (2) Have you ever wished there was one study providing you with a step-by-step guide to establish a joint venture in the People's Republic of China?

Head worksheet 2 focuses mainly on the linguistic realizations of various rhetorical moves and the genre as a whole. Although the worksheet is meant to provide practice in the use of appropriate language, the grammatical explanation offered at each stage is invariably genre-specific, and therefore, more relevant to the task in hand. Look at the examples on pp. 187–92 from Head worksheet-2 (Bhatia and Tay, 1987:9–11).

Head worksheet 3 gives more advanced practice in free-genre writing concentrating often on refinement and creative variation in style, grammatical appropriateness, and other aspects of genre construction, like editing and revision, often using easification devices (see Bhatia, 1983). Another thing which is significant about these exercises is that all of them make use of more or less authentic, though grammatically imperfect and stylistically weak and inadequate examples from the real world. This is much more useful for learning purposes than especially written texts with inserted lexico-grammatical or stylistic errors, because the learner is more likely to face errors that are actually committed by a community of people, professional or academic, rather than the ones invented by the teacher. Exercises in this worksheet also take the learner systematically from relatively simple and controlled to more complex and advanced free genre writing, like Exercise 5 (Bhatia and Tay, 1987:26–27).

Although the materials in their present form contain only one set of worksheets, called the head worksheets, there is provision for several sets of additional worksheets to bring in more variety, focusing more and more on advanced creative aspects of genre writing.

Since the course has been designed to be used on a self-access basis to support the mainline programme, it offers several entry points for learners, depending upon the areas they need help in and how much they already know. It is possible for learners to work in their own time, at their own pace, in areas they find most useful. Some may be interested in grammar, others in organizing discourse, yet others in

[25]

Head worksheet 2**Exercise 1**

(A)

Explanation

The writer of a promotional letter establishes the importance of his company either by referring to the business needs in general and the customer needs in particular or by referring to his company's achievements/speciality. There are certain typical language features which characterize the different ways of establishing credentials. For instance, notice the use of the pronouns you/we and the general/specific references in the examples that follow.

- 1 Referring to the customer's needs: Have you ever thought how much time your typist wastes in taking down your letters?

Pronominal Reference: You

- 2 Referring to the general business needs: Every woman dreams of having at least one really beautiful coat and here is a splendid opportunity to make that dream come true.

General Reference: Every woman

- 3 Referring to the company's achievements/speciality: We are fully aware of the current market situation and are continuously upgrading our facilities and amenities to meet new competition.

Pronominal Reference: We

C & E Holidays, the name synonymous with the very best in the travel trade, present you with a wide variety of tour programmes.

Specific Reference: Name of the Company - 'C & E Holidays'

Instructions

Now, observe the use of references in the following sentences and tick them under the headings given to indicate the two ways (needs/achievements) of establishing credentials.

	Customer's needs	General business needs	Company's achievements/speciality
1 Are you deafened by the ceaseless noise of typewriters and calculating machines?			
2 Why do thousands of people who normally suffer from the miseries of cold weather wear Thermotex?			
3 At the Ideal Home Exhibition, which opens at Earls Court on 21 June, we have attractive new designs in furniture, and many new ideas.			
4 How can project managers plan and effect strategies which facilitate the accomplishments of an I/S project?			
5 We at Wright Services are experienced Management Consultants with experience in industries as diverse as mining, banking and manufacturing.			

(Check with Answer Sheet)

Head worksheet 2 (continued)

(B)

Explanation

Now observe that in the following examples, the writer refers to his company's achievements/speciality in two ways:

1 **Factual evidence:** He not only states that a product/service is good but also presents some data in the form of facts and figures to illustrate its worth.

EXAMPLE:

C & E Holidays, the name synonymous with the very best in the travel trade, with 20 years of professional expertise, will present you with a wide variety of tour programmes.

Factual evidence: 20 years of professional expertise

2 **Unsupported generalizations and high pressure talk:** He states that a product/service is efficient without presenting specific reasons and explanations to prove its worth.

EXAMPLE:

We are fully aware of the current market situation and are continuously upgrading our facilities and amenities to meet new competition.

Unsupported generalizations: Continuously upgrading our facilities and amenities.

Instructions

Indicate in the boxes which of the sentences below uses factual evidence or unsupported generalizations in referring to the company's achievements/speciality.

- We, the experienced carpet-makers, guarantee our carpets to last for 10 years. We use oriental wool exclusively - every fibre of wool is at least 12 inches long and our carpets have 400 knots to every square inch.
- We at Tech Craft make the best plastic pipes on the market today. They represent the very latest in chemical research.
- How would you like to have solar heating installed in your home at 50% actual cost?
- What would you say to a gift that gave you a warmer and more comfortable home, free from draughts and a saving of over 20% in fuel costs?

	Factual evidence	Unsupported generalizations
1		
2		
3		
4		

(Check with Answer Sheet)

(C)

Improve the following sentences by providing factual evidence.

- We have insulated a large number of houses and reports from all over confirm that there is a considerable reduction in the fuel bill after insulation.
- In Singapore, Lep International Ltd has been operational for a long time and the services offered by our air cargo division include in and out-bound air cargo consolidation, import clearance, cargo delivery and collection and warehousing at the Changi Air cargo complex.
- The Valuation Department of this firm has been in existence since the setting up of the firm's office and now comprises many qualified valuers.

[26]

Head worksheet 3

Exercise 2

(A) Read the following letter carefully. The errors have been italicised in order to enable you to identify them. Comments have been provided in the margin under the heading Grammatical Points to guide you to supply the correct and missing forms. Rewrite the letter keeping in mind the comments in the margin.

Grammatical points

ALLIED SERVICES PTE LTD
1 Maritim Square, # 11-22
World Trade Centre
Singapore 0409

3 December 1987
Capital Properties Ltd
100 Beach Road
01-07/08 Shaw Towers
Singapore 0718

Dear Sir

A cleaning system that saves money and yet do¹ a better job

We write to introduce ourselves as one of the leading offices and building cleaners.² Allied Services Pte Ltd which *belonged*³ to the Initial Services Groups (UK) was incorporated in April 1979 with a paid-up capital of \$1.2 million. With associate cleaning companies all over the world who are also *leader*⁴ in their localities such as Initial Services Cleaners in United Kingdom, Australia, in⁵ Holland and just across the causeway Dynaklan Services in Kuala Lumpur and Modern Hygienic Cleaning Services in Penang. The vast experience gained by all these companies had⁶ added to our knowledge and skill in the field of Cleaning Maintenance. Being a member of the British Institute of Cleaning Services and American Institute of Maintenance, we are *constantly updated*⁷ with the latest development and products in cleaning and maintenance via monthly journals.

We provide complete maintenance services using dependable and experienced cleaning staff, who are fully trained. A fully trained supervisor is assigned to every job and we use *latest cleaning techniques and most modern cleaning equipment*.⁸ Our cleaning system have⁹ the following advantages:

- lower cost
 - higher productivity
 - reasonably good standard
- We provide the following services:
- General spring cleaning
 - Polishing of all types of flooring
 - Carpet shampooing, window cleaning
 - Parquet sanding/varnishing
 - Complete cleaning and maintenance programmes for hotels, factories, etc.
 - Consultancy services on maintenance problems
 - Tree/grass cutting and rubbish disposal
 - Transportation services
 - Planning and high pressure cleaning

- Incorrect subject-verb agreement (e.g. He go to work every morning.)
- Incorrect noun phrase (e.g. one of the outstanding banks managers.)
- Incorrect use of tense (e.g. The company car now belonged to John.)
- Incorrect noun ending (e.g. We have many multinational company in this region.)
- Unnecessary use of prepositions (e.g. The following articles are found in Yoahan, C K Tang and in Isetan.)
- Incorrect use of tense (e.g. We have improved our services today.)
- Use of passive voice (e.g. We are regularly reminded.)
- Missing articles (e.g. It is one of best and most splendid buildings.)
- Incorrect subject-verb agreement (e.g. Our banking system have many advantages.)

Head worksheet 3 (continued)

10. Missing articles (see 8.)
- We understand your problems and can help to solve them by tailoring our services to *needs and budget for a specific building*.¹⁰ We always provide only the highest quality work for our clients.
- We offer free consultation, cost estimates and we submit detailed bids and specifications on all jobs, be it daily, weekly, monthly, or for one-time clean-ups. We also provide free demonstration on request, without obligation.
11. Use of archaic or old-fashioned language (e.g. Please advise us.)
12. Incorrect verb forms (e.g. We look forward to meet you.)
- Please be at liberty*¹¹ to give us a call or write to us, at your convenience, and we shall send our representative to look at your needs, with no obligation on your part. We sincerely look forward to hear¹² from you.

Yours faithfully

JOSEPH LEONG
for Managing Director

[27]

- (B) Now that you have learnt to use appropriate grammatical forms, we would like you to rewrite the letter more effectively by considering the questions raised in the margin under the heading economy.

ALLIED SERVICES PTE LTD
1 Maritime Square, # 11-22
World Trade Centre
Singapore 0409

3 December 1987

Capital Properties Ltd
100 Beach Road
01-07/08 Shaw Towers
Singapore 0718

Dear Sir

A cleaning system that saves money and yet does a better job

We write to introduce ourselves as one of the leading offices and building cleaners. Allied Services Pte Ltd which belongs to the Initial Services Groups (UK) was incorporated in April 1979 with a paid-up capital of \$1.2 million. With associate cleaning companies all over the world who are also leaders in their localities such as Initial Services Cleaners in United Kingdom, Australia, Holland and just across the causeway Dynaklan Services in Kuala Lumpur and Modern Hygienic Cleaning Services in Penang. The vast experience gained by all these companies has added to our knowledge and skill in the field of Cleaning Maintenance. Being a member of the British Institute of Cleaning Services and American Institute of Maintenance, we constantly update ourselves with the latest development and products in cleaning and maintenance via monthly journals.

Economy

Establishing credentials

- Is this move duplicated in the letter?
- Is this move too long?
- Is there a repetition of content, phrases and words in this move?
- Are the sentences in this move too involved and lengthy?
- Is there an excessive use of modifiers?

Head worksheet 3 (continued)

We provide complete maintenance services using dependable and experienced cleaning staff, who are fully trained. A fully trained supervisor is assigned to every job and we use latest cleaning techniques and the most modern cleaning equipment. Our cleaning system has the following advantages:

- (a) lower cost
- (b) higher productivity
- (c) reasonably good standard

We provide the following services:

- (a) General spring cleaning
- (b) Polishing of all types of flooring
- (c) Carpet shampooing, window cleaning
- (d) Parquet sanding/varnishing
- (e) Complete cleaning and maintenance programmes for hotels, factories, etc.
- (f) Consultancy services on maintenance problems
- (g) Tree/grass cutting and rubbish disposal
- (h) Transportation services
- (i) Planning and high pressure cleaning

We understand your problems and can help to solve them by tailoring our services to the needs and budget for a specific building. We always provide only the highest quality work for our clients.

We offer free consultation, cost estimates and we submit detailed bids and specifications on all jobs, be it daily, weekly, monthly, or for one-time clean-ups. We also provide free demonstration on request, without obligation.

Please feel free to give us a call or write to us, at your convenience, and we shall send our representative to look at your needs, with no obligation on your part.

We sincerely look forward to hearing from you.

Yours faithfully

JOSEPH LEONG
for Managing Director

Introducing the offer

- Is this move or part of this move duplicated?
- Is there a repetition of content, phrases and words?
- Is there an excessive use of modifiers?
- Should the details about the services offered be included in this letter? Is there an alternative method of dealing with the details of an offer?

Offering incentives

- Is there a repetition of content, phrases and words?
- Can you convey all this incentives information in a brief sentence?

Soliciting response

- Is the sentence too long and involved?

(Check with Answer Sheet)

[28]

<p>EVERY FAMILY NEEDS ONE . . .</p> <p>the new ENCYCLOPAEDIA BRITANNICA</p> <p style="text-align: center;">yours at \$77/- monthly</p> <p>A total home learning centre</p> <p style="text-align: center;">FREE!</p> <p>For every set of Encyclopaedia Britannica purchased</p> <p>16 vols Young Children's Encyclopaedia</p> <p>Limited stocks only Order a set to avoid disappointment</p>	<p style="text-align: center;">No Child should grow without it</p> <p>As every parent knows, a child's interest in knowing why and what and how, starts well before school. Thereafter, classroom learning alone can never fully satisfy the lively curiosity to know more about today's world. From abbeys to airliners, baking to banking, vampires to video, the Encyclopaedia Britannica explains in words, illustrates with diagrams and fascinating pictures that both satisfy their curiosity and stimulate fresh interest.</p> <hr/> <p style="text-align: center;">For enquiries, please call 2848844/3380028</p> <hr/> <p>Without obligation I would like to know more about</p> <ol style="list-style-type: none"> 1. The New Encyclopaedia Britannica <input type="checkbox"/> 2. The Illustrated Encyclopaedia of Mankind <input type="checkbox"/> 3. The Illustrated Encyclopaedia of Science and Invention <input type="checkbox"/> 4. The Family Health Encyclopaedia <input type="checkbox"/> <p>Name: _____</p> <p>Address: _____</p> <p>Occupation: _____</p> <p style="text-align: center;">STP Distributors Sdn Bnd Times Centre 1 New Industrial Road</p>
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editing or advanced free writing in any of the genres. The programme allows almost everyone to begin anywhere and proceed in any direction. However, the programme makes sure, at various points, that the learner has enough background to finish a particular worksheet by ensuring that s/he has done the previous worksheet(s), if considered necessary, before proceeding to the next one he is interested in.

The UNDP materials for EBT are based on the genre analysis of a corpus of authentic resource materials, but they are not meant to undermine linguistic analyses in the old tradition. The materials, in this respect, seem to take into consideration the best of earlier work and take it further – from pure description to explanation.

Since the project involved several practising EBT teachers from the two polytechnics, it was decided to develop a good working relationship with the technical departments that the self-access programme was meant to serve. The reason for this close collaboration was two-fold. First, it was considered crucial to use some of the

subject-teachers as specialist informants for authenticating not only the technical texts that were used as input to EBT materials but also the finished materials to ensure that the materials made good sense to the specialist community, and secondly, it was felt that, in order to serve the parent departments, the project needed their support.

6.5 Genre analysis and assessment of attainment in ESP

The nature of ESP teaching, as Widdowson (1984) rightly points out, is parasitic in that it depends heavily on the requirements of other disciplines and areas of expertise. In many cases, there are institutional arrangements by which learners are sponsored for specific ESP courses. ESP teaching is specialized, and requires advanced preparation in the form of elaborate needs analysis indicating specific knowledge and understanding of skills and abilities that the learners need to acquire, the texts and tasks they need to handle, the target situations they are likely to participate in and the roles they are likely to assume after they complete the ESP course. One of the strong implications of dependence on this kind of sponsorship is that ESP practitioners are expected to be accountable to their sponsors (they may be industrial or business organizations, or university departments) for the achievement and success of their learners. However, it is a strange paradox that, in spite of such expectations of accountability, assessment remains the most neglected aspect of ESP theory and practice.

One of the reasons for this lack of research may be the feeling that the real evaluation of attainment for any ESP activity lies in the performance of real life tasks after the learner has completed the course and has been placed in situations for which s/he has been prepared during the course. Testing can rarely be a genuine communicative activity, but this is particularly true of ESP; it is, therefore, difficult and, even, unrealistic to predict what students will do in a real situation, on the basis of their performance in a simulated situation. Attainment in ESP does not relate to the knowledge of language usage, but to an ability to use language to communicate in a specific area. The real test of success of any ESP course should be based on the performance of learners in actual target-situations, academic or professional, for which they have been trained. If a learner is given training in negotiating in business situations, the real

success of the course will depend on the extent to which the learner can successfully participate and win contracts in actual business settings. However, for the sponsors, an ESP course is an investment, and they like to have some indication of the appreciation of their investment. It is also important for the learners to have some idea of their progress at various stages and at the end of the course.

For academic contexts, Alderson (1988:88) points out,

Tests, and particularly pass/fail examinations, are often crucially important within ESP. Indeed, the test is often the only reason why a student is taking an ESP course. When an ESP course is being offered as a service course to other areas of study, as frequently happens, for example, at the university level, often the only reason students have for taking the course is to pass the examination in the language required by the academic system, before they are allowed to graduate as engineers, doctors, lawyers or whatever. Here the examination is a hurdle to be overcome by hook or by crook. In this situation, the test serves as a strong motivating force and is quite likely to influence teaching.

Therefore, in ESP, whether in professional or academic contexts, some form of assessment is desirable.

Authenticity v. simplification

This brings us to the question of the **relevance** of assessment to the target situation, which brings in two types of requirements: **authenticity of communication** and **authenticity of purpose** associated with a communicative task. By authenticity of communication I do not mean a simple surface-level authenticity of communication for the sake of face validity alone, but more of an underlying rationality that makes people recognize the use of language as purposeful and truly communicative in real-life settings. Whether one considers teaching materials or testing procedures, it is by no means a great achievement to use subject-specific authentic texts as input if all it brings is the relevance of the content for the sake of the psychological reality. More important, is what the test designer wants the learner to do with it. Specialist texts are used in specific disciplines in a particular way, and are designed to fulfil a specific purpose. If the ESP curriculum is meant to serve the specialist discipline, the tasks that an ESP materials writer or test designer sets up for his learners must also serve the purpose that the specialist texts serve in the discipline in question. After all, the true purpose of evaluation of attainment in ESP is the

evaluation of purpose which the ESP course is designed to fulfil. It will be unwise, for example, to use an authentic case from a law report and use it for general comprehension purposes by devising traditional exercises to assess overall comprehension as part of ESP evaluation, because the purpose of reading a legal case in the context of law is fairly well-defined and highly specific. On the other hand it will be equally unwise to predict, on the basis of an overall comprehension test based on a simple narrative, the extent to which a law student will be able to distinguish facts which are considered legally material from those that are considered legally immaterial in the context of the judge's argument, or to understand the way the judge argues the case and negotiates justice in a particular legal case. The role of genre in task-based ESP teaching, as Swales (1990:72) points out, is crucially important.

The danger of ignoring genre is precisely the danger of ignoring communicative purpose. Indeed, as I have confessed elsewhere (Swales, 1985c), this is a lesson that I have learnt the hard way. I used to teach an EAP course for students entering the largely English-medium Faculty of Law at the University of Khartoum in Sudan. One of the main genres that I used were Sudanese case reports, and for this choice I could put forward an elaborate justification. The case reports were relatively short authentic documents; they had certain similarities to the narratives the students had read in their English lessons at school; they introduced in a relatively easy-paced way useful Criminal Law vocabulary; they were situated within Sudanese culture; they had a consistent rhetorical structure consisting of front matter, narrative and judgment; and they were relatively easy to exploit for methodological activities. They thus formed, or so I thought, an excellent basis for a first series of reading comprehension units. However, the comprehension tasks I invited the students to undertake were misconceived because they were designed to help the students to understand the stories. It was only when I attended classes given by a Criminal Law professor that I belatedly came to realize that the reading strategy required in legal education was not to understand – and retain the gist of – a narrative, but to spot the crucial facts on which the decision (rightly or wrongly) rested. The problem-solving law professor's questions were quite different to my own. Because I had failed to appreciate the role of the genre in its environment, the reading strategies I was teaching, however well-founded in terms of ESL methodology, were probably doing the students more harm than good.

The selection and interpretation of texts, whether for materials development or assessment purposes, therefore, need to have a sound generic basis, if one wishes to make teaching and testing of ESP relevant to the needs of the learner. Sometimes one is tempted to compromise generic integrity of a particular text in order to make it more readily accessible to the learner by applying a variety of simplification procedures to produce simplified texts or simple

accounts (see Mountford, 1975; Widdowson, 1978, 1979; Davies and Greene, 1984); however, all these procedures can be counter-productive in typical ESP situations. As I have argued elsewhere (see Bhatia, 1983a), and also in this book, simplification involves expansion as a result of paraphrasing and detransformation, which invariably flattens out information distribution in simplified versions. This may run contrary to the generic character of specific text-types, particularly the legal genres, which are characterized by an exceptionally high density of information loading. Simplification, therefore, may obscure or even destroy the generic integrity of the text in question, thus resulting in somewhat confusing text-task relationship in ESP.

Subject-matter specificity and generic integrity in the selection of textual material for assessment purposes are also important from the point of view of the learner. Reading is a highly personalized activity and a reader often employs a variety of techniques and strategies to develop an authentic relationship with the text. These strategies may differ from individual to individual, depending upon the purpose for reading the text, the generic nature of the text, the nature and extent of what Labov (1970) calls 'shared knowledge', and a number of other factors. In simplifying a text, one is likely to communicate one's own interpretation, which may be very different from what the learner may understand when reading the original. Text, as Winograd (1974) points out,

does not convey meaning the way a truck conveys cargo, complete and packaged. It is more like a blueprint that allows the hearer to reconstruct meaning from his own knowledge.

Winograd's 'cargo', as Candlin (1978:3) suggests, while discussing variability in discourse, is the sense or signification of sentences; his 'blueprint' implies the 'force' or 'value' that sentences take on in actual communication, and his notion of 'reconstruction' emphasizes the interpretative 'work' performed by the reader. By simplifying the text one invariably minimizes opportunities for the learner to do interpretative work on the original.

Another serious implication of the neutralization of generic integrity of professional texts through simplification is the loss of opportunities to learn and assess genre-specific text-processing strategies. As pointed out in Bhatia (1983a, 1984), there are specific cognitive strategies that are often required to cope with the flow of information in different genres (see the case of syntactic discontinuities in legislative rules in chapter 5). If, in the process of the selection and authentication of

textual material, generic characteristics are either lost or neutralized, it will be difficult to assess whether the learner has learned to use such strategies to handle specific genres which s/he will be concerned with in the relevant professional settings.

The above discussion suggests at least two important conclusions:

1. ESP, whatever its objectives may be, will require some form of assessment to give the learner feedback on his or her achievement and to show accountability to the sponsors.
2. ESP assessment, in order to be effective, must be towards the specific end of the general-specific continuum.

This raises the question, How specific should the tests be? Alderson and Urquhart (1985), in their study on the effect of students' academic discipline on their performance on ESP reading tests wanted to find out whether students reading texts in a familiar content area, that is, related to their area of study, would perform better than students unfamiliar with that subject. The latter, they argued, might lack familiarity not only with the content of the subject area, but also with such aspects as genre effect, rhetorical organization, and linguistic and non-linguistic relations. The results of the experiments supported the hypothesis that

students from a particular discipline would perform better on tests based on texts taken from their own subject discipline than would students from other disciplines.

This indicated that students appeared to benefit by taking a test on a text in a familiar content area. Similar findings indicating an advantageous relationship between subject-matter familiarity and the ability of the learner to perform comprehension tasks have been reported elsewhere (see Carrell, 1987; Hale, 1988; Read, 1990; Tedick, 1990). Two main sources of concern remain which need further investigation. One is the need to confirm the above findings with qualitative evidence of an advantageous correlation between content familiarity and the reading behaviour of specialists and non-specialists. Bhatia (1988) reports on an experiment in which he looked at the relationship between the reader's familiarity with the textual subject-matter and his ability to understand and negotiate meaning in order to interpret a technical text, by analysing the retrospective, and often, introspective loud-thinking accounts of his subjects. He compared the reading strategies of two native-speaker subjects reading two texts, one

from a familiar subject discipline and the other from an unfamiliar content area. The findings indicated that both the specialist readers read texts from their familiar content areas smoothly, silently and faster, often concentrating on larger chunks of text, skipping familiar details, wherever necessary. The same subjects, when asked to read texts from unfamiliar areas, read slowly and in smaller chunks, hesitating a lot, and stumbling on unfamiliar words repeatedly, often coming back to them, as if they were haunted by these unfamiliar words. This leads to the conclusion that lack of content familiarity does affect reading processes and strategies adversely, sometimes turning good readers into poor performers.

The second point that needs further investigation is the use of different types of tasks, set on familiar text-types to determine whether a familiarity with subject-specific tasks will also have an advantageous relationship with the learner's performance in comprehension tests. As Widdowson (1983) points out, there are procedural activities which characterize various subject-disciplines; therefore familiarity with subject-matter will also mean familiarity with specific tasks that are routinely engaged in by specialists in particular disciplines. It is very likely that in measuring learner performance on specific tasks one may actually be measuring very specific abilities, rather than a general ability to perform overall comprehension activities.

Text and task specificity

This brings us to the question of specificity of texts and tasks in the devising of assessment procedures for ESP courses. If one goes for accuracy and effectiveness, one comes up with an almost impossible situation where one may be required to design a separate test for each learner. On the other hand, if one goes for convenience, one may design a general test for everyone, in order to assess underlying competence, which might be a combination of grammatical, socio-linguistic and strategic aspects of communication. In either case, one finds problems; Alderson (1988:96) sums them up neatly in the following extract.

The fact is that we simply have no means of deciding at present how specific a specific test must be. There is a range of competing arguments to be considered – on the one hand, the practicality, economy and convenience of having only one test for all target situations, and on the other hand, the danger of injustice to particular sub-groups of students who might be required to take an inappropriate test which gives misleading information about their abilities.

One of the ways of finding a suitable compromise which may combine soundness of theory with the convenience of practice will be to adopt a genre-based approach to assessment in ESP, which will cut across subject-matter differences so that it will no longer be necessary to devise textual material for each subject discipline. Instead, the focus will shift to specificity in communicative purpose. Recent research in genre analysis indicates that, within genres, subject-matter differences do not play a very significant role, in the sense that generic integrity is invariably maintained whether one writes a research article introduction in physical sciences or social sciences, or a report in technology or in business. Textbook genre, similarly, shows an exceptionally high degree of overlap in a wide variety of areas like sociology, psychology, geography, physics, physical chemistry, and linguistics. Subject-matter differences most notably appear either in the use of lexis or, sometimes, in the form of tasks or activities that are routinely associated with certain areas of inquiry. So by adopting a genre-perspective in the selection of texts and tasks in the assessment of ESP one may get a three-way advantage. One may settle the question of specificity in testing procedures to the advantage of both, the learner as well as the test designer. The learner will not feel disadvantaged because of unfamiliarity with the text-content. Some degree of unfamiliarity with lexis will be amply compensated by the familiarity with the other aspects of the genre, particularly with the communicative purpose of the genre, the cognitive structures in it and the use of grammatical resources. The basic differences in the subject-disciplines will be taken care of in the test tasks that will be set for the learners. For the test designer, it will be a nice combination of specificity of content and practical convenience of not having to design separate tests for learners in individual subject-disciplines. The relevance of the test task will also ensure more accurate assessment of the learner's ability to operate in a specialist environment, giving the test a better predictive validity about the behaviour of the learner in relevant target situations. Finally, by maintaining the generic integrity of the texts selected, one is likely to ensure that there is minimal gap between the content of the test and the task, on the one hand, and the real life target situation, on the other. The most crucial condition for the success of these assessment procedures, therefore, is the concept of generic integrity, which requires all the texts and the tasks that are selected to be genuine, authentic and relevant. Any attempt to use simplified texts, whether in content or form, or simple accounts, is likely to result in the loss of an essential link between theory and practice in language testing. In other words, loss of generic validity in text and task

selection will definitely mean a loss in construct validity for the test in question.

6.6 Cross-cultural factors in the teaching of ESP

Kachru (1988) raises an interesting issue for the ESP profession when he argues for a culturally and linguistically appropriate ESP paradigm. Unfortunately the evidence he cites comes largely from the genres which are rarely the concern of many ESP practitioners, except the Japanese example of the innovative use of phrases in advertising from *Asiaweek*, part of which I reproduce here.

To produce one such phrase requires the expensive services of an ad agency as sophisticated as anywhere. A creative director gathers the team and concepts are tossed about, a first-rate copywriter works on the theme, a lengthy rationalisation is prepared for the client, a decision eventually made to launch. Cost: maybe millions of yen. Everone understands that it is substandard English. Explains a copywriter at Dentsu: 'Yes, of course, we know it sounds corny to an American, even objectionable to some. But what the foreigner thinks of it is immaterial. The ad is purely domestic, a lot of market research has gone into it. It evokes the right images. It sells.'
(*Asiaweek*, 5 October, 1984:49, quoted in Kachru, 1988:22)

There is a 'social meaning', Kachru claims, in such innovations.

... the norms of 'English in advertising' are context bound and variety dependent. This fact about non-native uses of English has yet to be recognized by the specialists in ESP.

(Kachru, 1988:23)

He argues that in order to ensure pragmatic success in communication, the ESP profession can ill afford to ignore cultural and interpretative contexts.

Unfortunately, however, research in such contrastive discourse analysis is scant and rather restricted because most of the frameworks currently used are essentially linguistic and few of them pay any attention to cross-cultural variation in the use of language in academic or professional contexts. We have gathered some evidence in the preceding chapters indicating that there can be significant differences in the way English is used in various nativized contexts for a variety of professional and social purposes. In most academic genres, particularly in the sciences, the trend is still towards conformity because of a wide

majority of academics looking for recognition through publications in the English-speaking world, where established conventions and standards are observed rather rigorously. However, in the case of many other professional genres, particularly in certain types of business letters (Teh, 1986; Bhatia and Tay, 1987), job applications (Bhatia, 1989) and some legal genres, local constraints do seem to play a relatively more significant role in their linguistic realizations, indicating some degree of variation across cultures. But, curiously enough, these very genres also demonstrate a certain degree of orthodoxy in the use of linguistic resources.

As a matter of fact, the bilingual's linguistic repertoire displays a strange complex of linguistic and discursual resources resulting from a range of reactions and influences. It exhibits a highly nativized use of lexico-grammatical and discursual resources, resulting from variations in socio-cultural norms, particularly in literary genres, which can be seen as a kind of reaction or response to native writing. But it also shows a somewhat extreme fascination for orthodoxy in linguistic behaviour, especially in non-literary writings, including some professional as well as academic genres, which can be seen as the influence of some kind of standardized, or even outdated in some cases, use of the native linguistic conventions. The first aspect of the bilingual's use of linguistic resources has been referred to as the *bilingual's creativity* and has been well-documented in recent literature on nativized varieties of English (see Kachru, 1982, 1983, 1986; Parthasarathy, 1983; Sridhar, 1982). However, relatively little attention has been paid so far to the second one, which is equally fascinating, and I would like to call it the *bilingual's orthodoxy*.

Let me go back to the discussion of promotional letters in Chapter 2, and particularly to the opening move we have called *establishing credentials*. Teh (1986) discusses the linguistic realization of this move in her corpus, which consisted of letters from two sources, i.e., from multinational companies, most of which were written by native speakers of English and their nativized versions written by the local companies; she concludes as follows:

(i) It was more or less formulaic in its linguistic realization, having either the 'we' kind of orientation as in the following case:

[29] We are an established courier company incorporated locally since 1971

or

'you' kind of orientation as in this one:

[30] Do you wish that you could have word processor that can do the attached examples?

(ii) Move 1 was not an obligatory move in her data; it occurred in 95% of the multinational letters and only 68% of the local letters.
 (iii) Although she did not draw this conclusion, it is clear from her data that there was far greater variation in the linguistic realizations of this move in the multinational promotional letters than in the letters from local companies. Most of these letters in which significant linguistic variation was found were written by native speakers whereas the others written by the local companies indicated a greater use of the typical formulaic linguistic realizations; however, it must be pointed out that the strategies and discursal conventions used in both sets of letters were more or less similar.

Let me take two instances of the opening move from the multinational sources.

[31] During the last three years our firm has performed over 1,500 information systems planning engagements. These experiences have confirmed...

[32] You have now been a member of the International Airline Passengers Association for about three months. Your continuing support keeps our worldwide organization strong...

The interesting point is that all the four statements [29-32] are part of the opening move in these promotional efforts and all of them carry more or less similar discursal values in the respective letters, but the first two [29 and 30] are somewhat like the typical formulaic expressions frequently associated with the rhetoric of advertising, whereas the last two [31 and 32] represent a kind of linguistic variation which is less typically associated with the language of advertising. Once again, we notice a greater tendency in nativized promotional genres to use fixed, formulaic linguistic realizations, whereas, in similar situations, native writing is likely to display greater variation in the use of linguistic realizations, in that they are more personalized.

As in sales promotion letters, the first move in job applications often begins with **establishing credentials** (see Chapter 2). The only difference is that in sales promotion letters this move is more often realized by referring to the well-established nature of the company and less often by referring to the needs of the potential customer, although

both of them are legitimate strategies to establish credentials. However, in job applications, it is very rare, though not impossible, to find a person well established in the profession and still looking for a job. So, generally one finds a predominant reference to the needs of the potential employer, in a reference to the job specification in the advertisement, which implies that the candidate can fulfil those needs.

[33] With reference to your advertisement in the *Straits Times* of 1 December, 1988 for the position of fashion copywriter, I would like to offer myself as a candidate for your consideration.

The first part of the sentence, *With reference to your advertisement in the Straits Times of 1 December, 1988 for the position of a fashion copywriter*, is an attempt to **establish credentials** by referring to the needs of the employer. The rest of the sentence, *I would like to offer myself as a candidate for your consideration*, offers the candidature for the position referred to in the earlier part of the sentence. The opening phrase, *With reference to your advertisement in ... for ...*, has become almost formulaic in nature, and is typically associated with this genre, used by native as well as non-native speakers of English. There seems to be a significant linguistic variation, however, in the realization of this opening move in the job applications written by the native speakers of English. Let me take a few examples from native sources:

[34] This is in response to your recent advertisement in the *West Bend Tribune* for a part-time insurance secretary. I would like to apply for this position with your agency. I feel that my experience and education have prepared me for this position.

This represents a somewhat modified version of the formulaic opening move in the job application. A more daring one comes from Lesikar (1984:287), where we find an almost winning combination of what the employers need and what the applicant thinks s/he can boast of.

[35] Sound background in advertising ... well-trained ... work well with others. ... These key words in your July 7 advertisement in the *Times* describe the person you want, and I believe I am that person.

Occasionally, we come across a few instances of job application letters in which the opening move is preceded by **Adversary glorification** (see Section 3.3.2) where the writer tends to glorify the credentials of the organization or institution of the prospective employer. Huseman and others (1986:450) give a good example of this kind of approach:

[36] The reputation and growth of your company in the textile industry have led me to make this application for a position in your management trainee program. In reading about Brockland, I have been impressed with your trainee program and the opportunities you offer to qualified university graduates.

As against this, Bhatia (1989) reports an overwhelming use of the formulaic opening move, with very little variation in linguistic realization, in job applications from South Asia, of which the following is a typical example:

[37] With reference to your advertisement for the post of *Personnel and P R Executive* published in *The Times of India* dated 12th March 1988, I hereby submit my personal resume for your kind consideration and disposal.

Bilinguals, it would seem, take rather seriously conventionalized and standardized use of linguistic expressions to realize the opening move in job application letters.

The bilingual's use of linguistic resources in professional genres represents a number of diametrically opposite influences. On the one hand, we find a certain degree of creativity and originality in the use of linguistic strategies and discursal procedures, whereas on the other hand, we discover a rather extreme orthodoxy in the use of linguistic realizations. I think there are two different kinds of processes at work here. In order to better appreciate what underlies these processes, we need to understand the nature of professional texts as genres, particularly where generic constraints are exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s). It is often found that members of the professional or academic community have greater knowledge of the conventional purpose(s), construction and use of specific genres than those who are non-specialists. That is why expert genre writers often appear to be more creative in the use of genres they are most familiar with than those who are outside the specialist community. Obviously, one needs to be familiar with the conventions of the genre before one can exploit them for special effects.

The foregoing discussion brings two very different aspects of genre construction into focus: variability and orthodoxy. Variability is the result of an individual genre writer's creative response to lexico-grammatical and discursal choices because of specific cultural factors. Orthodoxy, on the other hand, is the result of highly conventionalized and more or less standardized aspects of genre construction. It may

derive from the standardized use of lexico-grammatical resources, including formulaic, often outdated and sometimes, even, frozen expressions, indicating rather fixed discursal values in specific genres; regularities of discourse organization, assigning more or less similar interpretative discourse structure to individual genres; or, tried and tested discourse strategies to achieve the fulfilment of certain types of communicative purpose(s). Even now, for example, it is not uncommon to find the following expressions in formal letters used in many countries in South Asia:

[38] I am a graduate in mining engineering having a shining academic record to my credit

[39] I am enclosing my brief 'Bio-data' for your kind consideration and confirmation. I request you kindly give me a chance to serve your esteemed organization. I assure you, Sir, I can prove worth [sic] of your selection by hard work and devotion to duties

[40] I may bring to your gracious knowledge that

[41] I would accordingly beseech your gracious, generous and benevolent honour to be kind enough to confer upon me a scholarship sufficient to cover my educational expenses

[42] For this noble act of kindness, I shall remain grateful deep down the depths of my heart

[43] Please refer to your letter No . . . dated and our reply to the same dated . . . vide which we had referred 5 female candidates for you interview for the post of

As Kachru (personal communication) says, the following pronouncement is still common in testimonials written in India almost to the point of obsession:

[44] . . . to the best of my knowledge and belief the candidate bears a good moral character.

The bilingual's repertoire of professional genres, therefore, represents a strange mixture of variability and orthodoxy in the use of linguistic resources. On the one hand, it displays a range of variation, particularly in non-literary genres, including the creative use of lexico-grammatical resources in literary expression and innovative use of discourse strategies for self-presentation in job applications (see Bhatia, 1989). At the same time, nativized genres also display somewhat extreme fascination for those conventional expressions which have been traditionally associated with some of these genres.

The present level of research in contrastive discourse analysis indicates that academic and professional genres appear not to vary systematically cross-culturally, and that more evidence is needed to establish such a variation in professional writing. The ESP profession will, therefore, do well to suspend judgement on the question of whether it is really necessary to shift the ESP paradigm considering the nativized use of English in some social, professional and academic contexts. However, in a number of ESP situations, it appears appropriate that learners and, more importantly, ESP researchers and expatriate teachers are made aware of the local constraints which may seem to determine the nature and linguistic realizations in these genres, if one needs to ensure pragmatic success in real-life professional settings in local environments.

7 Generic integrity and language reform

In this final chapter, I would like to discuss the relevance of genre analysis to one more area of linguistic concern: the process of language reform, particularly in the context of present-day concern with the simplification, reader accessibility and usability of legal and public documents. Linguistic activities in these contexts are concerned with simplification of language use for the purpose of reader accessibility. A very important implication of text simplification is that, in a number of cases, the resulting text tends either to obscure or even lose the generic integrity of the original, which, in some cases, can result in the total loss of generic identity of the text.

7.1 Language reform in legislative provisions

In Chapter 5, a brief indication was given of a divide between the reformists seeking far-reaching changes in the direction of the use of plain English in legislative and other public documents and the members of the professional community, claiming that the present degree of complexity is a necessary evil for the sake of clarity, precision, unambiguity and certainty of legal effect. In this section, arguments from both sides will be examined in order to discover if there is a way of arriving at a compromise to facilitate comprehension and usability without sacrificing certainty of legal effect.

The case for the use of plain English has been well stated in the 1986 discussion paper of the Law Reform Commission of Victoria as follows:

The central platform of the plain language movement is the right of the audience – the right to understand any document that confers a benefit or imposes an obligation. Due consideration of audience should be a feature of all documents. Sadly, however, much official writing largely ignores the needs of the audience. Official writers can forget that it is their obligation to make their materials accessible to their readers. It is not the reader's responsibility to have to labour to discover the meaning. . . . The plain