

Students' perspectives and reflections on learning selected promotional genres of academic discourse

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During the past 30 years, a number of approaches to teaching EFL writing have been developed and discussed by both scholars and practitioners in the field. Composition and rhetoric teachers may now select among the strategies which have developed: from *the product approach* (e.g. Robinson 1991), through *the process approach* (Flower 1985, Badger & White 2000) to the application of *genre-based approaches* (e.g. Hyland 2004, 2007, Kay & Dudley-Evans 1998, Swales 1990, 2004).

The aim of this presentation is to share the results of a study of the reflections of 26 graduate college students on the introduction of these three approaches to teaching writing of a package of promotional genres of academic discourse selected by Staskova (2012); i.e. *university mission statements, information packages, course descriptions, and syllabi*, plus the additional genre proposed by Zakrajewski (2015), a *university president's welcome address*. The term *promotional genres of academic discourse* has been derived from Fairclough's concept of *promotional culture* which "...can be understood in discursive terms as the generalization of promotion as a communicative function" and "discourse as a vehicle for „selling“ goods, services, organizations, ideas or people across orders of discourse"...(Staskova 2012 after Fairclough 1993). Therefore, it has been established that a number of genres of academic discourse perform other than informative or educational functions.

For the needs of the study, the system of promotional genres of academic discourse described above was implemented in the syllabus of writing classes in a Business English Program. The study was conducted during 10 classes from November 2014 to January 2015. The results of the study demonstrate students' attitudes towards and reflections on the different approaches for teaching writing at college level, with special consideration of the composition of genres which are published on a global level i.e. appear on websites of institutions of higher education.

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Biodata

Paweł Zakrajewski received his Ph.D. in linguistics from the University of Silesia in Katowice, Poland in May 2015. His scientific interests center on genre and register analysis, rhetoric, communication – especially new media, translation, and cross-cultural & cross-linguistic comparative studies. Recently he has been involved in a number of projects related to genre and linguistic analysis, effective communication and public relations. He is also the co-founder and organizer of Silesian Meeting of Young Scholars (SMYS) – an international conference the aim of which is to compare, enhance and promote linguistic research among Ph.D. candidates from different countries worldwide.