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**1. Poster Title**

Infusing ESP Genre Studies with Rhetorical Genre Studies

**2. Poster Summary**

This poster presentation will (1) explain the differences between the ESP genre approach and the rhetorical genre approach (RGS), (2) point out potential pitfalls of a solely ESP genre-based approach, (3) provide the major tenets of the RGS, (3) highlight particularly relevant concepts for teaching research genres to graduate students in their disciplines, and (4) suggest ways to strengthen an ESP genre-based curriculum by infusing some ideas form RGS.

**3. Extended Abstract**

In teaching academic genres research publications, the most dominant approach in ESP is the linguistic approach that focuses on teaching textual forms that typify these genres (Swales, 1990, Swales & Feak, 2012). While L2 graduate students need the textual support that the ESP approach affords, its emphasis on textual forms can lead students to focus on the superficial appearance of research genres without understanding the relationship between these textual forms and the social actions that research genres enact. This shortcoming can be addressed by another genre approach called rhetorical genre studies (RGS), which focuses on social actions (Miller 1984; Bawarshi & Reiff, 2010) and explains how textual forms enact social actions. All students—L1 or L2—can benefit from a better understanding of not only what textual conventions exist in a genre but also why they exist. This understanding would allow them to move beyond using textual formulas and enable them to use these forms meaningfully. To this end, this poster presentation introduces RGS to the Japanese ESP audience, explains how it’s been used to teach research genres (Giltrow et al. 2021), and offers how to infuse some ideas from RGS into ESP genres to enhance our teaching. (196 words)

References

Bawarshi, A. S., & Reiff, M. J. (2010). *Genre: An introduction to history, theory, research, and pedagogy*. Parlor Press.

Giltrow, J., Gooding, R., & Burgoyne, D. (2021). *Academic writing: An introduction*. Broadview Press.

Miller, C. R. (1984). Genre as social action. *Quarterly Journal of Speech*, *70*(2), 151-167.

Swales, J. M. (1990). *Genre analysis*. Cambridge University Press.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd). University of Michigan Press.

**4. Presenter Biography**

Tosh Tachino, Ph.D., is a university lecturer at the University of Electro-Communications, and he teaches “Graduate Technical English” to graduate students majoring in cybersecurity and mechanical engineering. His previous work has appeared in the *Journal of Applied Linguistics and Professional Practice*, *Text & Talk*, and *Written Communication*, among others.