

Corpus Concordancing in Teaching Academic Discourse Writing to Medical Students

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Abstract

In the academic world of science, a world that has become highly globalized and competitive, the ability to write a research paper in English is of increasing importance. This ability is essential for the dissemination of scientific achievements. Therefore, the teaching of the skills necessary to describe a research procedure according to the conventions of academic writing, has become an indispensable component of the syllabi of ESP for university students.

Working in response to the assumption that the analysis of a small corpora, containing samples of research articles combined with appropriate learning tasks, is a useful resource for developing fluency in academic literacy, I conducted a comparative study of two corpus-based methods of instruction in the teaching of academic discourse writing.

The purpose of this paper is to present a classroom-based study, comparing the effectiveness of two methods for the teaching of academic literacy to medical students. The two methods were: (1) concordancing-related corpus analysis, and (2) non-concordancing-related corpus analysis. Both of the studied methods were based on the analysis of the corpora, comprising research articles in the field of medicine, and both of them aimed at enhancing the students' understanding of the role of metadiscourse in academic texts.