

КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ТАРАСА ШЕВЧЕНКА

ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ



**Лінгвістика
і вербальна
комунікація
у 21-му столітті...
тенденції
і перспективи**

**Linguistics and
Verbal
Communication
in the 21st century:
Tendencies
and
Prospects**

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Матеріали конференції

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**Scientific discourse How to use the "Old" and the "New" in
ESP.**

Though it seems that discourse theories have been developed and the development seem encouraging, it is not clear enough what competence in scientific and technical discourse analysis ESP students should have, what their level of comprehending the forms and functions of genres might be, what part of the analysis should be used in ESP classroom with ESP students who want to deal with the language of real life professional written discourse (communication).

To optimize the teaching procedure of translation, we have made an attempt to present three genres of the written scientific and technical texts of the same content (the abstract, the experimental research article and the advertisement) and to examine the differences in their organization: structure, thematic progression and cohesion.

Keeping in mind that distinctive features of discourse organization can be analysed both from the sentence level and the whole text level, the structure of the utterance can be determined by its use and its communicative content, the utterance is the "Old - New" information structure ("Theme - Rheme", "Topic - Content"), we tried to show the discourse analysis procedure for ESP students (the methods of identifying "old" information in a scientific or technical utterance of different genres and the ways of finding "new" information) in the corpus of 30 texts collected (10 sets of parallel texts).

It should be emphasized that if we teach ESP students to understand these linguistic conventions in an organized way, we can help them improve their translation techniques radically.