ABSTRACT

Based on a Systemic Functional Linguistic framework, the present research has analyzed the main texts and language features of Chinese Non-English Major's three genre writings, which are *Recount*, *Explanation* and *Argument*. The aim of this study is to find out the language features of three types of English genre writing by Chinese Non-English majors and investigate students' writing strengths and weaknesses.

The data are 60 texts of three genres from Non-English major's English comprehensive course in Huangpu campus of Yunnan University in China. However, due to the limited space, nine texts have been collected for analysis in detail in this study. The texts are analyzed with the goal of finding language and text features in Non-English major's genre writing and the differences in terms of students' writing ability in the three text-types.

The study shows that a variety and range of processes are used in students' genre writings; Material and Relational processes are dominated in each genre text according to the findings. .

The results from analyzing the textual meaning show that textual Theme and Marked Topic Theme are extensively used in each genre writing. However, Marked Topic Theme is used more frequently in Explanation and Argument.

From the interpersonal meaning of clauses, more modality was used in the Argument than in Explanation and Recount. A variety of complex clauses were used in all three genres.

Finally, this study presents pedagogical implications, limitations of this study and recommendations for future researches.