

Cerlis 2011

Book of abstracts

Plenary lectures

Carol Berkenkotter, University of Minnesota, USA

Blogs and Writing Instruction in the Internet Age

In my plenary paper I examine one of the genres of Internet communication, that of the Weblog, or blog, a discursive form that has become popular in many Internet contexts. Blogs are, some scholars suggest (e.g., Miller and Shepherd, 2004), an evolving genre whose historical 'ancestors' include the Renaissance *commonplace book*, the journal or diary, as well the genres of political journalism such as the 17th and 18th century *pamphlet* or *broadside*. In their current incarnation, blogs instantiate the breakdown between a writer's private and public utterances. Interestingly, within the last several years, blogs have also become useful instructional tools that are now part of the classroom repertoire of strategies used by teachers to facilitate student writing. What is it about blogs that are conducive to instruction of a student population who has grown up in a culture of multi-tasking? Can blogging be utilized as scaffolding for more academic genres, such as the essay or research report? How can blogs be best used to engage students in constructive discussion? Finally, how can students productively use blogs to transfer their knowledge of social networking (developed from using Facebook, instant messaging, and twittering) to undertake the academic genres that are still the lingua franca of the university?

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Miller, C. R., and Shepherd, D. (2004). "Blogging as social action: A genre analysis of the Weblog." In L. Gurak, et al. (eds.) *Into the Blogosphere: Rhetoric, Community, and the Culture of Weblogs*. <http://blog.lib.umn.edu/blogosphere/>

Vijay K Bhatia , City University of Hong Kong, Hong Kong

Interdiscursivity in academic genres

Interdiscursivity as a process of appropriation of generic resources across genres, professional practices, and professional and disciplinary cultures has been give some attention in professional contexts (Bhatia, 2004, 2008, 2010) but the same phenomenon in academic contexts has not been studied so far, in spite of the fact that appropriation of academic genres has always been very common in many disciplinary contexts. Two of the many instances concerned with appropriation of generic resources across generic and disciplinary boundaries are the appropriation of the doctoral thesis for the construction of research articles for international journals, which is being assigned a high priority in today's contexts, and the construction of academic genres in interdisciplinary and multidisciplinary contexts, which again validly appropriates generic resources across disciplinary practices and cultures. Drawing on a number of such instances of appropriation of resources across academic and disciplinary genres, this talk will propose a framework for the study of interdiscursivity in academic genres, paying some attention to its pedagogical implications.

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Bhatia, V. K. (2010) 'Interdiscursivity in Professional Communication', *Discourse and Communication*, 4/1, (32-50).

Anna Mauranen, University of Helsinki, Finland

Redefining registers: is ELF too chatty or too bookish?

As English has established itself as the global lingua franca in academic discourse, the question arises of how its use as a lingua franca influences English as a whole? One of the intriguing and hitherto unexplored issues is whether genres and registers remain intact in the hands of this massive majority of second-language users. The answer alternatives depend in part on whether one adopts a 'dualist' or a 'unificationist' approach to genre and register: if the former, register features may change without affecting genre, while in the latter case, they necessarily undergo alterations together. This paper starts from a dualist perspective, not precluding the possibility that genres may remain intact even if register features change. It explores evidence from the ELFA corpus of academic ELF, in view of finding an answer to the conflicting claims that have been made on the typical register behaviour of second-language users. While Sinclair (1991) assumes that they tend to show 'bookish' features in their speech, Gilquin & Paquot (2008) have found that on the contrary, advanced L2 users are too 'chatty'.

John M. Swales, University of Michigan, USA

Disciplinary variation in methods sections of research articles

The contemporary research article (RA) has been correctly glossed by Montgomery (1996) as "that master narrative of our time." Recent investigations into RA textual outcomes and their processes of their constructions have tended to focus on the more "rhetorical" introductions and discussions, or to focus on more evaluative features, such as praise-criticism (e.g. Salager-Meyer), stance and engagement (e.g. Hyland), metadiscoursal elements (e.g. Mauranen) or personal pronouns (e.g. Fortanet). In this flurry of investigative activities, the "humble" methods section has been largely ignored. However, as Smagorinsky (2008) notes, methods are the epistemic centers of disciplines, and we also know (Langdon-Neuner, 2008) that editors of major journals often operate "methodological screens", rejecting out of hand submissions that do not meet their methodological expectations.

In this talk, I extend the sketch of disciplinary variation in methods sections in Swales (2004), by considering data from more fields, by examining the roles of numerical information and of "short-cuts" (e.g. citations and acronyms), and by emphasizing the varying presence of teleological and volitional insertions. Toward the close, I offer some implications of the findings for assisting junior researchers, both NS and NNS, in the writing up of their methods.

Lectures

Lucia Abbamonte, Seconda Università di Napoli, Italy

Flavia Cavaliere, Università degli Studi Di Napoli Federico II, Italy

Book Chapters in academia – Authorship in Methods (re-)Presentation

Constellation and *colony* are among the most quoted metaphors to describe the sets of existing academic genres (Swales 2004); Book Chapters (BCs) are included in this hierarchy, but their typology has not been analysed so extensively as the Research Article or Abstract *moves*. Yet, when Evaluation in text types is the focus of interest, BCs are a rich and significant territory of study. In our research, in BCs relevant notions such as *agency*, *saliency* and *authorial disclosure in texts* and, also, the *authorship/power relationship* are construed and conveyed through discursive practices and strategies (Hunston & Thompson 2000; Martin & White 2005; Bednarek & Martin 2010; Bednarek 2010). On the one hand, generic expectations consistently influence the construction of individual texts type, according to community shared text-internal/external characteristics (Bhatia 2004), so as to engage the specialized audience by meeting their *habitus* of acquiring/disseminating information. On the other, both in the text and in the research construction there is scope not only for *commonality* but also for *individuality* (Gotti 2009). In BCs this applies to the method section as well. In particular, the present paper focuses on the way authors choose to (re)present, support and argue for their research methods among alternative/competing models. In spite of the assumption of objectivity of scientific research, in the choice of methods authorial agency and engagement strategies are in the foreground. In this study both qualitative and quantitative data from a corpus of 80 BCs will be analysed from a Critical Discourse Analysis perspective (Fairclough et al. 2007,

2010) with a 'delicacy of focus' on authorial (re)presentation/justification of methods, considering both the pragmatic and the lexico-grammar aspects at stake, including collocations.

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Francisco Alonso-Almeida, Universidad de Las Palmas de Gran Canaria; Instituto Universitario para el Desarrollo Tecnológico y la Innovación en las Comunicaciones (IDeTIC) , Spain

Evidentiality and epistemic modality in English and Spanish medical, computing and legal scientific abstracts

This paper explores the categories of evidentiality, i.e. the mode of knowing, and epistemic modality, i.e. judgements about truth, in a corpus of English and Spanish abstracts in the fields of medicine, computing and law written between 1998-2008 by native speakers of both languages. This compilation is already tagged for genre features, and is interrogated using the *Onicom^t* corpus tool (*Online Interface for Corpus Management*). The analyses are based on the works of Plungian (2001), Marín-Arrese (2004), and Cornillie (2009), among others, which will allow me to establish a differentiation between what is evidential and what is epistemic in the lexicon and the grammar of research paper abstracts. In the literature, there is an ongoing debate whether the evidential and the epistemic categories are two of a kind, or they represent distinct concepts (see De Haan 1999; Dendale and Tasmowski 2001). Many scholars like Palmer (2001) opt for an inclusive interpretation of evidentiality, and hence it is considered a subdomain of the epistemic modality. Others, e.g. Cornillie (2009), follow a disjunctive approach, and evidentiality is seen as a separate category with no relation as to the truth of the proposition manifested. This study has two main objectives: (a) to analyse and categorise evidential and epistemic markers in our corpus of English and Spanish abstracts, and (b) to see whether these strategies are genre- or register-dependent. A final contribution of this paper relates to whether cultural differences have a direct implication on the use and functions of modal strategies in the abstract genre.

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Patrizia Anesa, University of Bergamo

Interactive whiteboards as enhancers of genre hybridization in academic settings? Mapping the territory

This paper reports on a research project carried out by the presenter and Dr. Daniela Iovino of the University of Bergamo. Interactive whiteboards (IWBs) are touch-sensitive new generation boards whose use is extensively increasing in professional as well as in educational settings. Research demonstrates the high potential of IWBs for achieving more effective teaching and learning and a more efficient integration of a variety of multimedia resources. However, research on the use of IWBs has been mainly devoted to classroom environments involving young learners, whereas systematic investigations of the use of WSIs in academia are still very limited. This paper investigates the use of a specific type of IWB in Business English courses taking places at the University of Bergamo, Italy, within the faculty of Economics. Firstly, this study provides an overview of the potentialities of the IWB that may be exploited with the aim to enhance student motivation and to improve student satisfaction and educational success. Based on experimental work, the investigation describes the students' response to the use of this tool and evaluates the students' performances. Moreover, this study observes how and to what extent ICT tools may determine an enhancement of the hybridization process between genres in academia. In particular, the analysis takes into account the dynamics through which an IWB can contribute to the blending of features that are typical of different forms of communicative events in university settings, such as academic lectures, seminars, workshops and presentations.

Angela M. Ardington, University of Sydney, Australia

The Honours thesis proposal: Stepping from the familiar to the unfamiliar

This paper presents a work-in-progress on the Honours Thesis Proposal as a key genre of written discourse in the research process. It is argued that this genre is particularly challenging for learners as it marks a bridge between content-driven study and independent, though guided, research - a move from familiar to unfamiliar territory. Of particular interest is that the written form of the proposal typically previews a spoken form that evolves into a 'fully-fledged' written form as the Honours thesis. Research at the University of Sydney shows that while there is overwhelming concurrence with respect to guidelines for successful proposals in terms of structural organisation and purpose, there is little uniformity in approach across disciplines with regard to the teaching, assessment and positioning of this genre. A primary aim of this study is to explore these variations. Defining characteristics of the proposal genre are: an emphasis on links between current disciplinary discourses, practices and future applications, the persuasive function and foregrounding of the recipient role. Research questions focus on: 1) identifying the challenges specific to the proposal genre; 2) indicating the pragmatic value of the research proposal; 3) evaluating a genre-centred approach as an appropriate pedagogy for effective proposal writing. The corpus for this study comprises: 10 Honours research proposals from Geosciences and Health Science. Other qualitative data for analysis include interviews with Honours students from a range of disciplines, questionnaires and evaluations of workshops dedicated to the preparation of this written genre. Initiation to the thesis proposal genre typically occurs in the academy, and has application beyond in the professional context. Mastery of this first stage of the dynamic research process is therefore crucial. The paper concludes with some suggestions for effective and responsible educational intervention for future "blended" practices through collaboration across disciplines of inquiry.

Ismael Arinas, Universidad Politécnica de Madrid, Spain

Same Knowledge, Two Flavours: Journal Articles and Patents

During the 1990s, Spanish engineering college lecturers greatly increased their journal article output as a consequence of the new criteria used to assess their professional performance. To achieve this goal they had to learn and use proficiently the conventions of a genre in a foreign language. Now, the assessment of their performance has incorporated a new parameter: the number of patents obtained. They are, thus, externally motivated to add a new genre to their academic skills. Schryer (1994) indicates that research and practice genres often represent different communities of practice in medicine and engineering and these communities may not share the same conventions. Myers (1995) studied two researchers who had successfully published several articles in top journals and were trying to apply for their first patent. Myer's research indicated that the newbie patent applicants were confused by genre expectations that

contradicted the conventions they were familiar with. The purpose of patents is to establish the metes and bounds of intellectual property, while journal articles are signposts in a route (Myers, 1995). This paper intends to show how the contrast between the journal article and patent genres reflects the differences in communicative goals for the same underlying knowledge. Comparing the work on disciplinary communication (Berkenkotter and Huckin, 1995) and journal articles (Dudley-Evans and Henderson, 1990; Fortanet et al., 1996 & 1997; Posteguillo, 1998; Swales, 1990) with that on Patents (Göpferich, 1995; Arinas Pellón 2010) provides useful clues on how to use the journal article writing skills to introduce lecturers and researchers into the writing of patent applications.

Elizabeth Axelson, University of Michigan, USA

Achieving Politeness in the Genre of Near-Peer Friendly Critiques

Over three years, two EAP writing instructors, one at a Japanese university and one in the US, facilitated an internet collaboration between their classrooms. The Japanese undergraduates wrote web pages introducing their hometowns. Their international graduate student “near peers” in the US evaluated the websites and wrote critique letters to the Japanese students, who subsequently made revisions. Analysis of the first year indicated that the experience benefited both groups. The undergraduates wrote more and learned to pay attention to potential readers outside their local community, while the international students in the US learned to express criticisms in a mitigated and friendly way to real recipients. In the second year, the American instructor delayed sharing model letters with her students in order to prevent their copying the models too closely. She saw the outcome of this change as positive, producing letters with “more individual voices and less borrowing from me.” The Japanese instructor, however, observed that the students in the second year had seemed less polite than those in the first year, which, among other factors, discouraged the Japanese students from making revisions. In the second year only half of them did so. An analysis comparing the model evaluation letters and the student ones highlights differences that may explain the Japanese instructor’s impression that the second year letters were “more direct and in a way honest,” but less polite. The Japanese students found the advice offered this way less palatable, less credible, and more difficult to operationalize. The contrast between the student letters in the two years analyzed suggests the value of providing models early and encouraging the use of “judicious plagiarism” as steps in the acquisition of the genre of the friendly critique.

David Banks, Université de Bretagne Occidentale, Brest, France

The implications of genre related choices in early issues of the *Journal des Sçavans* and the *Philosophical Transactions*

The first periodical of an academic nature was the *Journal des Sçavans* whose first issue appeared on 5 Jan 1665. It was edited by Denis de Sallo, and it was dedicated to the diffusion of new knowledge. It covered all fields, including law and theology, and it took the form of book reviews. The first issue of the *Philosophical Transactions* appeared just two months later on 3 March 1665. It was edited by Henry Oldenburg, one of the secretaries of the Royal Society. He had become the centre of a network of correspondence, and he used this as the source of material for the new journal. It too was dedicated to the diffusion of new knowledge, but had a more restricted scope, limiting itself to “natural philosophy”, which corresponds, more or less, to science and technology in modern terms. Though having basically the same objective, the differences in editorial choices in terms of scope and genre led to the use of different linguistic features, including, for example, process type, and the semantic categories of theme. In the case of process type, verbal and relational processes (the terminology is that of Systemic Functional Linguistics) are the most common in the *Journal des Sçavans*, whereas in the *Philosophical Transactions* it is material and relational processes that are the most common. In the case of topical theme, those in the *Journal des Sçavans* relate most frequently to the books being reviewed and their authors, whereas in the *Philosophical Transactions*, it is the object of study that is by far the most frequent topical theme. Diachronic linguistic analysis of specialized text is relatively recent, prior studies having been more sociolinguistic in nature, but this emerging trend can throw light on the present state of specialized discourse.

Shahabaddin Behtary, Department of English, Ardabil Branch, Islamic Azad University, Ardabil, Iran

Genre Variation and its Impact on EFL Students' Reading Comprehension

This paper reports on a research project carried out by the presenter and Mr. Mehran Davaribina (Department of English, Ardabil Branch, Islamic Azad University, Ardabil, Iran). Recent years have seen increased worldwide attention being given to the notion of genre in English language teaching. This has been especially true in the case of English for Special Purposes (ESP), where researchers have been interested in genre as a tool for analyzing and teaching the spoken and written language required of non-native speakers in academic and professional settings. A number of research studies (Nunan, 1999; Carrell, 1985) have indicated that the rhetorical organization of a text interacts with the readers' formal schemata (i.e., the readers' background knowledge regarding textual organization) and influences reading comprehension. Furthermore, the teaching of text structures is believed to affect reading comprehension (Carrell, 1985). In spite of the fact that the studies conducted on the impact of genre instruction on comprehension and especially production of the texts is well enough, there are little, if any, researches conducted to investigate whether a change in text genre can affect learners' reading comprehension. This is especially important regarding the fact that reading is the most generally needed skill in ESP worldwide. This study is the report of an ongoing research project which attempts to answer the following research question: What is the effect of genre variation on the reading comprehension of medical students? To that end a reading comprehension test is developed which consists of two types of texts each in a different genre (one medical and the other general). Ninety-three students majoring in medicine at two universities in Ardabil, Iran, are going to participate in this study. Different statistical analyses and indexes including ANOVA, Scheffe test, and Flesch Reading Ease will be employed and computed. The results and implications of the findings would be discussed.

Ulisse Belotti, University of Bergamo, Italy

Genre characteristics of non-technical summaries.

This study analyzes twenty-four non-technical summaries in an attempt to identify textual features that are typical of non-technical summaries as a genre. A preliminary investigation has shown that non-technical summaries (NTS) accompany economics papers according to the guidelines issued by the editors. This means that NTSs are to be included as separate texts within research articles in some economics publications whereas they are not even mentioned in other author's guidelines. The analysis, which draws on Swales 1990 and Bhatia 1993, shows that the rhetorical organization of NTSs mainly consists of three moves, i.e. Introduction, Methods and Results while the Conclusion/Discussion move has been marginally used. Since NTSs are just a part of a research article, we have also studied the abstracts and the introductions of the RAs with which NTSs relate to see if these three genres have features in common and how they contribute to achieving specific communicative goals. Data also show that the key differences in overall organization between NTSs and Introductions are to be found in the 'reviewing previous literature' move which is present in 8 out of 24 NTSs and in the 'indicating RA structure' move which is practically ignored in NTSs whilst very frequent in Introductions.

Taryn Bernard, University of Stellenbosch, South Africa

A genre-based approach to teaching literacy in a university bridging course.

Around the world, university students experience difficulties in acquiring the skills that are necessary to participate in academic discourses (Carstens 2008: 82; Lillis 2001). On the other hand, lecturers are becoming more and more aware of the fact that many students do not have the background knowledge and skills to cope with the type of content that they themselves would like to deliver to first year students. In South Africa, the situation is particularly complex, given the implications of historical events on political, social and educational spheres. Current government policy is geared towards easing the inequalities of the past and allows equal access to education. Students who enter university and who are considered to be "high-risk" candidates are subsequently placed into bridging programmes to assist them in achieving, most importantly, a proficient to high level of academic literacy. While these programmes are becoming more and more pertinent in a South African context in order to allow equal access to Higher Education, students might express aversions to the bridging programmes if the course aimed at teaching academic literacy is too simplistic and non-theoretical in nature, in other words, if they are perceived to be as less sophisticated than their mainstream subjects. Even more significant is that students entering the Extended Degree

Programme (EDP) at the University of Stellenbosch are from diverse cultures and backgrounds and there is a perceptible difference amongst the students regarding their level of academic skills. What this means is that the course needs to be designed in such a way so that all students are stimulated by the content, but at the same time obtain the necessary practical skills so that they are able to complete their tasks successfully. In an attempt to create a balance between student expectations and course outcomes, I propose that we draw on genre theory as a tool to teach writing and comprehension skills in a university context.

In this paper, I will briefly introduce the principles of a genre-based pedagogy and show how the classroom models developed specifically for secondary school and SLA contexts can be modified to suit South African university contexts, specifically within bridging courses. Additionally, I will expand on Bernstein's (1993) notion of "visible pedagogy" to show how a genre-based pedagogy can assist in developing academic literacy amongst students from various cultural and educational backgrounds, and simultaneously achieve the aims for a more advanced and theoretical writing course than those offered at a secondary school level.

Ruth Breeze, University of Navarra, Spain

Explaining the legal genre colony: commonality and difference across academic and professional genres

Specialists in a particular field are usually cognisant with a repertoire of written genres which could be said to constitute a professional genre colony. The genres within such a colony are shaped by different social purposes, reflected in different text structures and linguistic choices. However, these genres also have many shared features, including technical terminology and aspects of formal register, but also extending to characteristic subtechnical terms, preferences for particular epistemic modes, intertextual practices, and so on. This paper endeavours to map academic law articles into the legal genre colony by exploring the commonality and contrast between academic articles and judicial rulings. Initially, a qualitative study was conducted to identify salient features of each genre. This brought to light similarities in the area of intertextuality and referencing, including embedded subgenres such as brief case reports and summaries of legislation which were found across both genres. Following this, quantitative studies were carried out on two 500,000 word corpora of academic articles and judgements, comparing word frequencies and keywords, epistemic modality and verb use, conditionals, textual signposting, personal pronouns and n-grams. Shared features included characteristic verb choice, conditionals and frequency of complex prepositions, while distinguishing features included use of personal pronouns and hedging strategies. The findings from both corpora were then compared with a general corpus of academic English. Academic law was found to share a set of discursive and linguistic practices with judicial language, to the extent that it may be possible to talk of a legal register which is present across genres, and which distinguishes academic writing in the field of law from other areas of academia.

William Bromwich, University of Modena and Reggio Emilia, Italy

Generic integrity in jurisprudence and philosophy of law: metadiscursive strategies for expressing dissent within the constraints of collegiality

In Hyland's (2000) *Disciplinary Discourses* the philosophy corpus was characterised by a heavy use of interpersonal metadiscourse, appreciably more than all the other disciplines in the study, whereas his 2005 study of *Metadiscourse* casts further critical light on the ideational and interpersonal construction of discourse, arguing that all discourse, regardless of whether it is explicitly informational, is constructed between interlocutors who bring with them certain affiliations, expectations and shared background knowledge. In a genre-oriented perspective, the present study takes these insights as a starting point, and examines the rules of generic integrity as identified in a corpus of jurisprudence and philosophy of law, considering in particular the metadiscourse devices, including both evaluative lexis and stance markers, deployed by authors belonging to competing schools of thought to express dissent from jurists in the wider discourse community to which they belong. A dialogic tension emerges between marking the distance from the arguments put forward by other authors, and maintaining collegiality, reflecting an awareness that interpersonal relations in the academic community may suffer as a result of comment perceived to be overly critical or acerbic.

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Oana Maria Carciu, University of Zaragoza, Spain

Generic self representation in biomedical discourse. A standardized feature across cultures

The globalization of science has triggered both a large participation of scholars with different cultural backgrounds in the international medical discourse community and, as reported extensively by the literature, a pressure to publish research in English (Becher & Trowler 2001; Gunnarsson 2009; Hamel 2007). In the case of the research article genre this has enabled the circulation of scientific knowledge under a common rhetoric and language at the expense of the manifestation of the authors's native voice (Canagarajah, 2002). The present study enquires into issues of author roles assumed in biomedical research articles. Using a corpus of native (English) and nonnative English (Spanish) scholars publishing their research in English-medium international journals, I specifically take a bottom-up approach to analyse the rhetorical functions of the personal pronoun 'we' following the taxonomy of authorial roles proposed by Tang & John (1999): the architect, the guide, the recounter of the research process, the opinion-holder, the originator. Overall average frequencies of we pronouns indicate that there is no significant difference between the two sets of data. In addition, the analysis of the different generic roles brings to the fore identities which are consistently used in accordance with the communicative purposes of the RA genre. The similar functionality of the generic roles of 'we' in the two sets of data suggests that, at least in the case of biomedical discourse, standardization in the authorial expression of self representation is intrinsically related to the rhetorical structure of the research article genre. Thus, self-representation facilitates the process of development of coherent genre-specific identities therefore facilitating communication in the biomedical discipline across cultures.

Silvia Cavalieri, Università degli Studi di Milano, Italy

Variation in abstracts across disciplines

Academic genres have been the centre of genre-based discourse studies over the last two decades and the rhetorical structures of the abstract have been tackled from a variety of perspectives (Swales, 1990; Ventola, 1994). This paper presents the findings of an introductory study of metadiscourse in the abstract as a genre across two disciplines, one from the so-called hard sciences (medicine) and one from the soft sciences (applied linguistics). The study focuses on the notions of "locational metatext" (Dahl 2004: 1811), i.e. all the metadiscursive elements used by the writer to refer to the text itself of parts of it" and "rhetorical metatext" (Dahl 2001: 1812), i.e. items of metadiscourse involving the interaction between the writer and the reader. The analysis is carried out on two small comparable corpora of 60 abstracts, in the field of medicine and applied linguistics respectively. The abstracts – all published in 2008 - are collected from six well-established refereed journals in both disciplines, i.e. The Lancet, Annals of Internal Medicine, The New England Journal of Medicine, JAMA, The British Journal of Medicine, Archives of Internal Medicine for the medicine corpus and Applied Linguistics, English for Specific Purposes, International Review of Applied Linguistics, Journal of Pragmatics, Linguistics & Education, System for the applied linguistics corpus. The study investigates the most frequent locational and rhetorical metadiscursive items comparatively, highlighting similarities and differences across the two disciplines through the analysis of collocational and phrasal patterns (Sinclair 1996; 2004).

Results show, on the one hand, a greater presence of impersonal locational metadiscourse in medicine abstracts, following the scientific factual development of the discipline. On the other hand, personal patterns of rhetorical metatext are more likely to be found in applied linguistics abstracts, highlighting the writer's emphasis in the construction of an argumentative relationship with the reader. Collocational and phrasal patterns are shown to be key features of disciplinary style.

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Daniela Cesiri, University of Venice "Ca' Foscari", Italy

Research genres in the Humanities: research articles and hybridisation in Cultural Heritage studies

The study of research articles as a textual genre involves the investigation of academic discourse as used in different disciplines. The field of Cultural Heritage studies, for example, includes articles dealing with history, the arts as also with the most technical aspects of preservation and restoration of monuments, artefacts, manuscripts and so on. Because of this variety of aspects, research articles in the area of Cultural Heritage often adopt methodologies belonging to the 'soft' as well as to the 'hard' sciences. Analysing research articles in this field is, then, highly fascinating from a linguistic perspective. To this regard, however, only a few contributions have attempted such a description and only for the sub-field of art history, as in the case of Kemal & Gaskell (1991) or Tucker (2003, 2004).

My contribution aims at discovering the different approaches lying behind the general field of Cultural Heritage studies through the analysis of research articles written in English. Indeed, I will seek to determine whether their language contains predominant characteristics of the 'soft' sciences, the 'hard' sciences or, possibly, whether it is taking a third way which might be a further and innovative characterisation of specialised discourse. To this purpose, articles dealing with all the different topics involved in the field will be considered without differentiation between papers written by native and by non-native speakers of English because, in the latter case, the articles have been revised by native speakers before publication, according to the editorial policy of the international journals which published them.

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Genre mixing and role switching: Chairing at academic conferences

Academic conferences have a complex and multi-genre character (Ventola *et al.* 2002; Swales 2004). *Chairing* is a spoken genre that is part of this institutional speech event and which might be roughly described as the discourse managing of at least two key moments of the conference experience: the plenaries and the panels. Although *chairing* belongs to the genre network that academics engage in as part of their professional practice –and perhaps because of its more ephemeral nature–, it seems to have been neglected or undervalued, as it has been given little attention in the literature on academic genres (as an exception, see Wulff *et al.* 2009). The main purpose of this paper is to shed some light on the nature, function and structure of *Chairing* as an academic endeavour. It draws on the present theory of genre as "a frame for action research" (Swales 2004: 60) and an understanding of genres as both systems and performances (Threadgold 1989: 100), which implies considering the interpersonal and textual characteristics of genres, as well as their schematic structures. The main focus of the paper will be on two issues: what is the communicative purpose that may define the genre in question and what role/s does the chairperson play in it? The corpus consists of instances of chairing both plenary lectures and parallel sessions of various international applied linguistics conferences held in Europe in the last years. It will be

argued that *chairing* can have different communicative purposes depending on the specific situated action, namely chairing a plenary lecture or chairing a panel, with a subtle mixing of promotional and laudatory features in the former, more traditionally associated with other family genres (Bhatia 2004; Martin and Rose 2008). Secondly, the chairperson's performance will be examined in their interaction with both speaker and audience, showing how it goes through a process of goal-oriented role-shifting, or change in *footing* (Goffman 1981: 124ff), with significant differences depending on the type of *chairing* involved. All in all, the study attempts to contribute to a better understanding of this academic genre as 'rhetorical action' (Miller 1994), and as 'professional competence' (Hyland 2004), with a special emphasis on its pedagogical applications for those who are early on in their academic career.

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Slides and talk in conference presentations: a hybrid genre

Despite their pervasiveness Powerpoint presentations are still an under investigated area of academic discourse, even less so from a specifically linguistic perspective. While a flourishing practical literature exists, which enthusiastically extols the virtues of this technology NO VIRGOLA promising to teach how to deliver memorable presentations, scholarly contributions have generally expressed concern for the negative effects that slides risk having on the transmission of knowledge. Namely, what critics of powerpoint blame on it is a reduction of the complexity of thought, fragmentation of reasoning and an excessive concentration of information (Tufte 2003). On the other hand, some scholars contend that these allegations are not supported by appropriate analysis of the speech situation, which has to be seen as a performance made up of slides and speech together, as well as body language, where the flow and richness of speech compensate for the impoverishment and fragmentation of information that slides alone would entail (Knoblauch 2008). This paper sets out to analyse visually supported conference presentations as a genre of its own, with a view to describing the interaction of slides and speech. In particular I will ask how the two components respectively contribute to the communicative event as a whole, with special regard for the construction of global coherence, which is here assumed to be the antidote to the fragmentation of reasoning. The focus will be on the linguistic and discursive strategies used to enhance the sense of 'texture' which was central for the definition of traditional texts (De Beaugrande / Dressler 1981) and is here extended to powerpoint-aided presentations a hybrid genre consisting of 'immediate interaction' and a 'technologically mediated' element (Knoblauch 2008). The analysis, conducted qualitatively, is carried out on a sample of papers presented at an international conference, collected by the English linguistics research group of Milan University, which includes audio recordings with the respective power point presentations.

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'The important point is': highlighting information in lectures

This study investigates what lexicogrammatical devices lecturers employ to signal important lecture discourse and how this varies across disciplines and lecturers. Using the British Academic Spoken English (BASE) lecture corpus, the research aims to inform the design of academic speaking and listening courses for lecturers and students who are non-native speakers of English. Lexicogrammatical patterns listed as 'relevance markers' in Crawford Camiciottoli (2007) (e.g. 'that is the key question', 'the thing is') were extracted from the corpus of 160 lectures using Sketch Engine. Findings largely confirm those of previous research on highlighting in lectures and the conversational features of this genre (Biber 2006; Crawford Camiciottoli 2004, 2007; Swales 2001). In addition, other relevance markers (e.g. 'remember', 'i want to emphasize this') were manually extracted from a BASE subcorpus of forty lectures and quantified. Conclusions highlight commonly found patterns as well as idiolectic and disciplinary variation. Methodological issues regarding the automated retrieval and the interpretation of evaluative items in a lecture corpus are also touched upon.

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On English and Italian RA abstract: genre variation across cultures

This article compares English and Italian research article (RA) abstracts from linguistics journals in an attempt to investigate whether there is linguistic and rhetorical variation in the abstract genre from a cross-cultural perspective. From this perspective, a comparative dimension of the analysis seems important, one which would allow for the study of genre variation across cultures. While a number of contrastive or comparative studies of abstracts in English and other languages, including the major European languages, particularly Spanish (Valero Garcés & Calle Martínez 1997; Martín- Martín 2005; Lorés Sanz 2006), French (Van Bonn & Swales 2007), Portuguese (Johns 1992), German (Busch-Lauer 1995) and Swedish (Melander, Swales & Fredrickson 1997) have already been carried out, no cross-cultural analyses have been conducted so far between RA abstracts published in English and RA abstracts published in Italian. The results show that the Italian abstracts under investigation largely follow the international conventions based on the norms established by the English-speaking international academic community, i.e. Bhatia's (1993) model including four rhetorical moves (Purpose, Methods, Results, Conclusion). However, variation across the two cultures emerged from the linguistic realizations of moves. Cross-cultural implications of the genre use are discussed at the close.

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Changes in Research Article (RA) Introductions: A Case Study

This paper is an attempt to place a synchronic analysis against a diachronic framework. A highly selective review of the English research article (RA) development since the latter half of the seventeenth century is presented here. This brief account of the history of the genre of the RA shows how scientists tried to establish facts and a rhetoric for experimental description, how discussion changed in character (see Bazerman 1983, 1984; Swales 1988, 1990/1997), and how articles were shaped (West 1980; Hill et al. 1982; Bruce 1983; Stanley 1984). Some linguistic and discourse characteristics of RA introductions are also considered here (Cf. Toulmin 1972; Zappen 1983; Adams Smith 1987; Swales 1981a, 1990/1997). The case study covers six RA introductions from the fields of transport and traffic engineering (see Dimković-Telebaković 2003). The structures of two RA introductions are discussed in the paper. The analysis reveals that the two RA introductions are structured to perform different rhetoric functions, and confirms the hypothesis that Swales' CARS model is applicable to the analysed introductions. Two new elements are identified: Move 2, Step 1B*, which points to shortcomings of the paper and is inserted into Move 3, Step 1B, and Step 1*, which offers definitions of key concepts and can be placed in either Move 1 or Move 3.

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A comparison of the generic organization of the research paper in English and Polish languages : Cross-cultural variations and their pedagogical implications

In the globalized, highly competitive contemporary world of science the rapid dissemination of disciplinary knowledge plays a crucial role. The careers of academics and the professional futures of postgraduate and, frequently, undergraduate students depend on the appearance of scientific papers issued by them annually. This has imposed on them the necessity of writing up scientific experiments and publishing them in the form of scientific papers, preferably in English language, in scientific journals. As non-native speakers of English, Polish researchers and students creating research papers encounter problems related not so much to an insufficient knowledge of English as to an insufficient awareness of certain Anglo-American culture-specific features of scientific articles. In such circumstances a contrastive study of generic features of research articles written in English and in Polish, and published in prestigious scientific journals can be the source of important information which could be utilised both for theoretical (linguistic and rhetorical descriptions) and for practical (pedagogical) purposes. This paper provides a comparative analysis of the rhetorical structure and certain linguistic features of research articles written in English and Polish languages within the field of medicine. Using Swales' (2004) modified version of CARS model for introduction sections, Nwogu's (1997) model for the remaining sections of the research article and Hyland's (2005) interpersonal model of metadiscourse as analytical tools, I investigated a corpus of a total of 90 research articles written by native speakers of English and by non-native speakers - Polish researchers. The outcomes of this investigation indicate some discrepancies in certain generic features between the research articles written by the above-mentioned authors. The explanation of the cross-cultural differences which seem to be the reason for these discrepancies, and some pedagogical implications for the use of a corpus-based approach to generic analysis in ESP classes for university students, are also provided.

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Cross-cultural differences in the construal of authorial voice in the genre of diploma theses

Academic discourse is now generally seen as a purposeful interaction between writers and readers in which the writers try to construct a coherent and credible representation of themselves and their research and to build up a relationship with their discourse community by creating a dialogic space for negotiation and evaluation of their views. The construal of authorial voice, i.e. the expression of attitudes, judgements and opinions of the writer, has become a widely debated issue both in the works of discourse analysts scrutinising different genres of academic discourse (e.g. Swales 1990, 2004, Gosden 1993, Hyland 2001, 2002) and in more pedagogically oriented research which assesses the writing of native and non-native speakers and the designing of courses using the genre approach to teaching academic writing skills (e.g. Tang & John 1999, Charles 2006). This paper investigates the construal of authorial voice in the genre of diploma theses in relation to the specific communicative purposes that the authors are trying to achieve. Taking a cross-cultural perspective, the study is carried out on a corpus of diploma theses in the field of linguistics written by Czech and German students of English. The main purpose of the investigation is to explore how novice writers use pronominal self-reference items and impersonal constructions to present findings and negotiate claims. The results of the quantitative and qualitative analyses show that despite a prominent tendency to create "a surface meaning of modesty" (Wales 1996) the writers generally manage

to construct a coherent authorial voice. The author argues that novice writers' choices cannot be explained only by a lack of expertise and a reluctance to commit themselves explicitly to their claims; they are also affected by the constraints imposed by the Master's thesis as a genre, interference from the L1 academic-writing standard and instructions received in writing courses.

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A tool for measuring genre variation as perceived norm

A number of issues remain unresolved in genre theory today, but one of the most central is the question of how best to describe generic norms and variability. While there is clear agreement today that a genre norm should not be characterized simply as an average number of uses, nor as a single type of use, significant discussion remains over whether genre norms are best characterized as 'sufficiently recurrent' or as 'definitively typified' (Bhatia 2004, Coe et al. 2003, Devitt 2004, Gillaerts & Gotti 2008, Matsuda 2001, Swales 2004). In effect, while the genre regularities presented as 'typical' are useful for teaching purposes, they do not authentically represent actual genre use. Actual genre use is instead characterized by substantial, but equally viable, variation from perceived norms. Two questions which arise from these observations are, how much variation is permitted for a norm to still be perceived as such, and how might we measure it? Addressing these questions, this paper describes the results of a genre-based study of linguistic variation, using a methodology new to genre analysis (Dressen-Hammouda forthcoming). The study examines how five francophone researcher-writers use a disciplinary genre's primary linguistic features over a period of ten years. A measure of standard deviation is used to compare the authors' use of the features with norms established in a genre corpus. Measuring standard deviation is seen to be a valuable tool, not only for examining individual shifts along a continuum of expertise over the course of academic careers, but also for feeding collective reflections about the nature of genre norms. Writers with greater disciplinary experience are quantifyingly seen to rely more often on the affordances genres provide, surpassing the genre features' normal spread range and thereby adhering less strictly to the more common conventions that may characterize their junior colleagues' writing strategies.

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Analysing the macro-structure of research articles: A cross-disciplinary study

This paper presents an analysis of the dominant structural patterns in empirical research articles from 39 academic disciplines. This analysis is derived from a research project which involved compiling a 5.6-million-word corpus of 780 recent research articles from high-impact, English-language journals in the fields of engineering, applied sciences, social sciences and the humanities. The corpus, which comprises 20 full-length, lead articles from each discipline and is available online, is representative of all the major disciplines offered at comprehensive and application-oriented universities worldwide. To date, genre-based research has tended to focus on science and engineering disciplines; the inclusion in the corpus of articles from disciplines such as anthropology, history, music and politics helps to rectify this imbalance. The paper commences with a brief introduction to the corpus and then examines the findings of a 'manual' analysis of the 780 articles. The first stage of the analysis involved categorising the articles in the corpus. Three main categories were identified: empirical, logical argumentation and review. After briefly discussing the pedagogical implications of this categorisation, the paper presents the results of the second stage of the analysis, which involved identifying the main structural patterns in those articles categorised as empirical. Textbooks and study guides on research articles tend to be based on the assumption that empirical articles typically have an Introduction-Methods-Results-Discussion (IMRD) structure. While many empirical articles adopt the 'standard' IMRD pattern, as this study reveals, it is by no means the dominant structure. The paper examines the main structural patterns, focusing on disciplinary preferences and the relationship between the introductory and background sections and the results and discussion sections. The paper concludes by discussing the implications of the analysis for the design of courses on research article writing for postgraduate students.

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Academic Sports Science Discourse in formal and informal Texts: a Comparison

The aim of this paper is to analyse English sports science discourse in academic settings and in particular, to investigate how formal academic discourse in L1 English is reflected in the final theses written by Italian students preparing for a "European Master Degree in Health and Physical Activity". Two corpora will be collected and analysed for this purpose: standardised academic sports science written texts and the final theses of Italian students using English as L2. An analysis of the general stylistic framework in both L1 and L2 academic texts will be made as well as an examination of the use of recurrent qualitative and quantitative linguistic elements. In addition, a research and analysis of key concepts in terms of keyness will be carried out. Finally, a comparison of the relevant occurrences in both corpora will be outlined. The chief aim of this analysis is to find similarities and differences in the use of sports science academic discourse in English. However, it may also be possible to explain reasons for these discrepancies in use. Key concepts will be controlled for their coherence and logical relevancy. Any differences that are identified, will be categorised according to either the logical knowledge structure on which the specific language of sport is based, or to the different socio-cultural settings affecting language patterns. Furthermore, not only substantial differences will be classified, but also possible peripheral changes and the way they logically cluster around core related connections will be categorised. Data and results will be processed with the latest technological tools, making it possible to identify new ways and /or directions of inter-relationships in seemingly unstructured textual data. Such new tools, in fact, appear to highlight not just the quantitative distribution of data, but they also stimulate analysis, affording subtle connections in ways that were previously not possible with the manual tools available.

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“The title of my paper is...” Introducing the topic in conference presentations

One of the regular components of the introductory section of a conference paper (CP) is the presentation of the topic. So far, both the language and role of this move have only been described in rather general terms. It has been noted, for instance, that it is highly redundant, and that its role basically consists in marking a break with the previous talk and highlighting its interest (Rowley Jolivet & Carter 2005). In this paper, we intend to provide a comprehensive account of the language, internal structure and function of this move in CP introductions. Our corpus consists of the introductory sections of 31 conference papers in the field of linguistics both by native and non-native speakers of English. The presentations were audio and video-taped and transcribed for the purpose of this research, and submitted to a multimodal discourse analysis. Our findings suggest, in general, that a) this is a highly frequent and clearly distinct component of the set-up section of the paper, that tends to occur rather early in the presentation; b) there exists a notable variation across presentations as regards the size, internal structure and language of the move; c) presenters also differ in their ability to integrate the different modes at their disposal for the presentation of the topic and to exploit the communicative potential of this multimodal genre; and d) besides its obvious ideational role, this section plays an important interpersonal function, being used by skilful presenters to project a favourable self-image and nurture the relationship with the audience, for instance, through the strategic use of humour and personal narrative.

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Action, content and identity in genre analysis

Genres are staged, structured, communicative events, motivated by various communicative purposes, and performed by members of specific discourse communities (Swales 1990; Bhatia 1993, 2004; Berkenkotter & Huckin 1995). Since its inception, with the two seminal works on the topic by Swales (1990) and Bhatia (1993), genre analysis has taken pride of place in much of the ongoing research in languages for specific purposes (LSP). Whereas genre analysis usually focuses on language as action, this paper argues that analysis needs to focus also on content and identity. In terms of content, I draw on Martin and Rose’s (2003) “discourse grammar” as a model of how content is organized. This model consists of the following parameters: ideation (the activities, the participants and the circumstances), conjunction (the logical relations between propositions), identification (the tracking of participants) and periodicity (how the content is built up at the level of text). As for identity, I distinguish two levels: professional identity and individual identity. The main body of the paper focuses on the presentation of this model, along with its exemplification. After the presentation of the model, the discussion sketches out what the model might mean in terms of application.

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The ‘technical grammar’ of the research article genre

The role of grammar in the research article (RA) has mainly been investigated within a paradigm of the structural and rhetorical conventions associated with the Swalesian ESP tradition of genre (Swales 2004). Structural refers to the classic IMRD organization, although as noted by Swales (2004, p. 208), this standard pattern would not be applicable in the case of theoretical RAs as found in the disciplines of theoretical physics and mathematics which employ a logico-argumentative model. Rhetorical conventions relate to the communicative purpose of the RA overall (RAs are uncontestedly viewed as persuasive artefacts), or to the communicative purpose of individual sections or “moves” within different sections. It is against this backdrop of the structural and rhetorical conventions revealed through genre analysis, also

taking into account disciplinary differences among hard and soft knowledge domains (sciences/engineering vs. humanities/social sciences), that the 'grammar' of the RA is mainly reviewed in both small-scale analyses from the 1980s and present-day studies making use of computerized corpora of RAs. Key grammar areas reviewed include tense usage, nominalization, passive vs. active voice, personal pronouns and stance markers.

The focus of this paper is thus on how and why certain grammatical devices constituting the 'technical grammar' of English (cf. Halliday & Martin, 1993) are deployed to perform different rhetorical functions in addressing both peers and the wider academic community in different disciplines. Findings from this applied linguistic research present a much more nuanced picture than that given in style guides of how the 'technical grammar' of English operates in RAs (Flowerdew, in press).

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Reaction of presenters to discussant's questions. A multimodal analysis

Evaluation in academic discourse has received considerable attention from researchers. Much of the work on evaluation has focused, however, on written genres (e.g. Hyland 1998), and less attention has been paid to how evaluation unfolds in spoken academic genres (e.g. Swales 2004). If we move to the realms of spoken research genres, to date scholars have mainly focused on the lecture that presents research in conference paper presentations (e.g. Heino et al. 2002). Yet, we are interested in disclosing how the interpersonal meaning of evaluation is expressed in the discussion session (hereafter DS) that follows the presentation of the research. In this respect, DS has already been defined as an "evaluative forum" (Wulff et al. 2009: 81), when comparing the phraseological patterns used here and in the presentation. Traditionally, the study of evaluation in spoken genres has been developed on the grounds of the models used to explore written texts. These models focus exclusively on lexico-grammatical aspects. However, spoken data is multimodal in nature; hence, non-linguistic information also contributes to give meaning to the communicative event. Our concern in the present study is that, the non-linguistic message that accompanies the linguistic message has an effect on the interpersonal meaning of the communication (Hood & Forey 2005). The proposal we make is the analysis of the evaluative meaning conveyed in DSs that follows lectures in an applied linguistic conference. In the study, we draw on a social semiotic theory of language and, of kinesics and paralanguage to frame a multimodal exploration of this interpersonal meaning. We examine the linguistic expression of evaluation and the non-linguistic features that co-express with it. The comparative analysis between linguistic evaluation and multimodal evaluation reveals the significant contribution of non-linguistics features, which commonly are used to intensify linguistic evaluation or to express the speakers' attitude.

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Legal genres: entextualization and global status in Brazil

Recent trends in academic communication worldwide evidence significant changes on both pedagogical and institutional levels as part of the effects of globalization on education as a whole. In particular, law schools have been providing students with a vast and innovative range of cross-cultural legal disciplines and multidisciplinary clinics in English towards blending “the domestic and the international with instruction offered from a range of vantage points” (Harvard School on International Legal Studies, 2010). The aim is to situate legal education in the global context so as to minimize socio-cultural variants and promote the pragmatic conditions for harmonized and ‘common sense’ legal practices without excluding the possibility of reciprocal influences of or resistance to one hegemonic legal system upon others. In Brazil, the traditional, nationalistic and set ‘thinking like a civil lawyer’ culture still prevails against a more global approach though some promising (and yet never fulfilled) perspectives were reported in previous research (Frade 2005 and 2008). Moreover, the key tool required for achieving some sort of global status – the use of legal English – has been barely considered in the Brazilian academic and professional discourse constraining the consolidation of its institutional power, authority and culture. This study resorts to the linguistic anthropology concept of ‘entextualization’ (Bauman & Briggs 1990 and 1992, Urban 1996, Park & Bucholtz 2009) to particularly examine how the translation of legal genres from Portuguese to English has been carried out in Brazil under globalization. Our data comprise a transfer of rights agreement settled between Brazil’s largest global oil company – Petrobras –and the federal government and its sworn public English translation. Results are discussed in terms of the interrelationships between both generic instances, the variations and change across their local and global pragmatic surrounds and the role of entextualization in the construction of institutional authority and power. In what follows, we outline some other linguistics anthropological contributions to approach global legal genres in Brazilian academic and professional settings.

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Variation in research articles across disciplines: nominalization and discursive strategies

This paper focuses on the genre of the research article, and explores its variation across disciplines, focusing on one specific syntactical trait, recourse to nominalization. High frequency in recourse to nominalization is widely recognised as one of the main distinctive features of specialised discourse (Halliday/Hasan 1989; Halliday 1990, 1997; Halliday/Martin 1993; cf. also Biber 1998; Ventola 1996; Gotti 2003: 77ff), including academic research articles (e.g. Biber 1998; Vazquez 2006; Hyland 2009). According to Halliday the nominal style is strictly associated with the patterns of reasoning and argumentation that are typical of the scientific paradigm prevailing in the contemporary world (Halliday 1990, 1997; cf. also Bazerman 1988 and Lemke 1990). However, within the scope of that same paradigm, each discipline has its distinctive ways of reasoning and epistemological patterns and therefore its preferred discursive strategies (Halliday/Martin 1993; Wignell *et al.* 1993; Wignell 1998). So it can be hypothesized that there are meaningful variations in the frequency and utilization of nominalization across disciplines, an issue that has been only marginally explored, and from an exclusively quantitative perspective (Holtz 2009), while studies of nominalization in scientific discourse have tended to give more attention to variation across different genres (cf. e.g. Vazquez 2006a, 2006b on lectures and dissertation defences). This paper sets out to explore the degree and forms of variation in recourse to nominalization in research articles in five different disciplines, across the spectrum from the hard sciences to the humanities. It also discusses the discursive impact of such variation in light of the peculiarities of each disciplinary domain considered. It is based on the analysis of a corpus of 100 scientific research articles in five disciplinary areas – mathematics, medicine, economics, law and applied linguistics – compiled from high impact-factor international journals. This corpus was in part collected *ad hoc* and in part extracted from CADIS, the Corpus of Academic English set up by the research group co-ordinated by Maurizio Gotti at the University of Bergamo, to which we have been kindly granted access. This study is essentially grounded in discourse analysis, and makes use of systemic-functional linguistics (Halliday 2004; Halliday/Martin 1993) to assess the impact of nominalization on the organization of disciplinary discourse in the various sub-corpora investigated. The Wordsmith Tools 4.0 suite of programmes (Scott 2004) is utilized at a preliminary stage in order to obtain quantitative data and identify recurrent contexts of occurrence of nominalizations, comparing frequencies and patterns of usage in the subcorpora. The results obtained are expected to shed light on variation in

language use across disciplinary fields and provide insights into the discursive and argumentative strategies peculiar to each of the disciplines considered.

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Handling the teacher-student relationship in academic course descriptions

Academic course descriptions (ACDs) are an institutional genre with an orientational-regulatory goal: presenting information and imposing requirements. The analysis of 100 ACDs from 10 disciplines (40,000 words) reveals that the orientational goal of the ACDs is achieved through the outline of the topics, methods and disciplinary backgrounds of courses, while the regulatory one through reference to their logistics/requirements and goals/outcomes. Courses are authoritatively represented as non-negotiable arrangements through the recurrent use of the simple present and will future. However, the implicit directive force of these tense choices is downtoned by the frequent representation of courses as external agents responsible for choices about educational contents and aims, while teachers are seldom mentioned and hardly ever depicted as potentially confrontational addressers. The imposition of requirements follows the same encoding pattern as above in the 63 ACDs consisting of one paragraph, and in the main sections of

the longer ones (called Description or Aims), but is characterized by a more marked presence of, especially deontic, modality (e.g. may, should), and a more frequent reference to students as addressees (i.e. you's) in the other sections of the longer ACDs (e.g. Assignments, Grading). Overall, the texts are oriented toward communicative effectiveness, that is, the provision of accurate directions, which prevent misunderstandings and raise the right expectations in the supposedly self-motivated readership. However, in (the sections of) the ACDs with a strong referential function, this authoritative confidence is softened by the negative politeness strategy of indirectness (i.e. avoiding representing teachers and students as direct interlocutors, the former deciding things for the latter). Instead, in the sections with a strong conative function (e.g. Policies, Requirements) precision and thoroughness take priority over concerns for the negative face of the addressees – aware of having to meet requirements – and this leads to a clear indication of roles, rules and expectations.

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Value Marking in an Academic Genre: When RA Authors Signal 'Goodness'

Instrumental to the knowledge-construction process embedded in research writing is the use of evaluative expressions signalling aspects that are viewed as desirable (or undesirable). While the linguistic resources encoding such claims are dealt with extensively in the literature, only a few authors (cf. Thetela 1997; Swales/Burke 2003; Pèrez-Llantada 2008; Giannoni 2010; Breeze 2011) have turned their attention to the *value system* that informs academic evaluation. As a contribution in this direction, a corpus-based procedure for the analysis of value-marking lexis was developed and applied to the most prominent academic genre, i.e. the research article. It combines quantitative and qualitative tools, concordancer data and manual investigation of texts. To illustrate its findings, the present paper describes how authors from different disciplinary cultures signal the value of 'goodness' (a broad axiological category qualifying aspects viewed as positive/negative by the community). The lexical items encoding this variable were investigated using a 1 m word corpus drawn from leading journals in anthropology, biology, computer science, economics, engineering, history, mathematics, medicine, physics and sociology. Like other axiological variables, goodness is a mental/social object integral to the knowledge claims made in academic writing and its marking across disciplines exhibits considerable quantitative variation, as well as functional and referential divergences. The examples presented here show that, within a common generic framework, disciplinary cultures drawn differently on a range of (largely unqualified) axiological variables to muster epistemological consensus on key aspects of their practices.

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Interactions between moves and metadiscourse? A matter of time.

In genre analysis texts can be characterised by communicative purpose, move structure, and rhetorical features. Up till now much research in the field of academic genres has been done from each of these perspectives (see e.g. Swales 1990, 2004, Bhatia 1993, 2004, & Hyland 2005), but possible interactions between move structure and rhetorical features have not been properly researched. In this paper these interactions will be looked at in relation to the evolution of the genre. Although there is considerable research on the diachrony of academic genres since Bazerman (1988), this research has not been done from the perspective of the relation between move structure and rhetorical features. In this paper we explore this relation in the abstracts of a reknown international academic journal with a long-standing

tradition in the field of applied linguistics. As is shown in Gillaerts & Van de Velde (2010), abstracts have become larger and have developed into full-fledged mini-articles. Functionally, they seem to have developed from indication to representation of information. Our hypothesis is that as a consequence of this development, the move structures have become more elaborated, showing more moves and steps. Is this enhanced articulation of moves also reflected in the variation of rhetorical features? To identify these we use Hyland's 2005 model of metadiscourse. Finally, do we find a different clustering of moves and metadiscourse markers over the given time period? If these hypotheses come out, the relevance of this text-oriented genre research may be that it makes sense to motivate the labeling of metadiscourse markers by relying on the move analysis in order to 'objectivize' the interpretation of the metadiscourse labels. Also vice versa, the move analysis can profit from the identification of metadiscourse markers. Finally, the analysis of the interaction of moves and metadiscourse markers may lead to a better identification of the genre and a deepened understanding of its evolution.

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K case briefs in American Law Schools: a genre-based analysis

American Law School students read numerous casebooks to trace the development, through case-based-reasoning, of particular doctrines in a particular branch of law. Students' case briefs represent a form of out-of-class preparation to gain background knowledge and research and serve as one of the disciplinary tools students are required to master in the first year of their course curriculum. A quantitative and qualitative analysis of a corpus of K (contract) case briefs, submitted by law students to an online case brief bank, will serve to identify "preferred means of expressions and meanings" aiming at "uncovering unexpected patterns and suggesting taxonomic hypotheses" (Hyland 2000: 151). A student case brief (distinct from appellate briefs drafted by professional lawyers) "succinctly and clearly summarizes the relevant facts, the legal issue presented, and the reasoning the court used to reach a decision" (Garner 2002: 333). Starting from the four-move structure of legal cases (identifying the case, establishing facts, arguing the case, pronouncing judgment) described by Bhatia (1993: 118-136), this paper aims to highlight how the communicative purposes and the standard format of a classroom brief account for the employment of a variable amount of information, distributed over a series of detailed sub-moves such as facts, procedural posture, issue, holding, and rationale. In addition, abbreviations and symbols will be looked at to show how some recurring terms are abbreviated or substituted for a symbol such as K for contract, PL or Π (Greek capital letter Pi) for Plaintiff, and Df or Δ (Greek capital letter Delta) for Defendant. It will be argued that both move structure and lexical strategies represent rhetorical dimensions (Berkenkotter & Huckin 1995) characterizing the student case brief as a way of analysing a particular case opinion in a formulaic way, recording and summarizing the outcomes for further research and classroom discussion.

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Patterns of Variation in Knowledge Construction and Communication in Legal Academic Prose

A central questions addressed in this paper concerns how interactants in legal academic communication create and understand meaning through patterns and phraseological items, i.e. strings of words, which are highly structured, well-organized and firmly entrenched in the human being's mind, and how those items give shape to the construction of ontologies, concepts and the transfer of specialist legal knowledge. The approach adopted in this study places emphasis upon the specialised meanings and their relationships expressed and encoded by patterns or phraseological items becoming inseparably intertwined with particular genres in which they are being produced. Adopting a corpus-based frequency-driven methodology, this paper will consider textbooks and academic journals and it will demonstrate how these two academic genres differ in their use of salient phraseological patterns to structure and communicate legal knowledge. It is argued that legal discourse has its own unique knowledge structures and norms of inquiry and presentation (Bhatia 2004). This contribution takes this claim even further asserting that each legal genre is marked by a unique phraseological profile.

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Explicitation in Abstract Translation

Explicitation is currently one of the most thoroughly studied phenomena in translation studies. Almost universally hailed as one of the translation universals, explicitation attracted considerable interest among translation scholars (e.g. Blum-Kulka 1986, Klaudy 1993, 1996, Puurtinen 2003, Englund Dimitrova 2005, etc.). In these studies explicitation was approached employing miscellaneous research methods, which aimed at investigating various aspects of this phenomenon. Consequently, approaches to the phenomenon of explicitation are far from homogenous. Apart from its postulated status as a universal feature of translation (e.g. Baker 1993), the idea of greater explicitness of translated text was also attributed to translation norms (Weissbrod 1992, Pápai 2004), deployment of strategies (e.g. Vehmas-Lehto 2001), or interpreted as a by-product of language mediation (e.g. Blum-Kulka 1986). The research tools employed ranged from traditional comparison of source and target texts, either in terms of a product or a process (e.g. Séguinot 1988, Englund Dimitrova 2005), to the use of both translational and monolingual corpora (e.g. Øverås 1998, Pápai 2004). The phenomenon of explicitation has been analysed in various genres. However, there appears to be a research lacuna as far as academic discourse is concerned. Therefore, in order to account for the nature and extent of explicitation in academic texts, the present paper focuses on the analysis of abstract translation. The main aim is to determine whether explicitation has any impact on the retention of genre features in abstracts.

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Students doing popular science: Visual communication in an emerging academic genre*

Research in English for Academic Purposes has traditionally focused on genres such as the research article, dissertations and theses, and a range of undergraduate pedagogical genres such as lab reports, legal problem questions and so on. However, recent developments in Information and Communication Technologies, such as the widespread use of blogs and wikis in a range of contexts, have introduced a

number of emerging genres and communication practices to the academy. The emerging disciplinary literacy practices offer exciting possibilities for teaching and learning in English for Academic Purposes, providing a range of new genres that may be exploited. In this paper, I analyze multimodal scientific documentaries constructed by a cohort of 67 undergraduate ESL students from a range of scientific disciplines as part of a course in English for Science. Students on this course worked in groups of three in order to carry out a simple experiment, which they recorded and discussed in the form of a multimodal scientific documentary. The paper describes the visual communication strategies adopted by science students in the documentaries, with a particular focus on: 1. rhetorical structure; 2. functional language; 3. persuasive use of visual communication. The findings show that the multimodal documentary task elicits language that is both similar to and different from the scientific register of typical disciplinary tasks such as lab reports or final year projects. In particular, students draw on visual and discursive resources typical of both traditional scientific genres and media popularizations of science, thereby creating a hybrid, multimodal product. The paper concludes that multimodal scientific documentaries provide a useful pedagogical tool to raise students' awareness of disciplinary conventions and the ways in which those conventions may be applied (or not applied) for various specialist or non-specialist audiences.

** Participants interested in this paper may also be interested in the papers by Lindsay Miller and Connie Ng.*

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Science news and research articles: focus on structural similarity and links beyond genres

The aim of present study is to compare the move structure and coherence relations in science news and research articles, paying attention not only to the differences (as is often the case), but also to the similarities between the two genres. The study compares both general structural descriptions as well as particular pairs of corresponding texts. The move structure of science news is found to consist of 11 moves and is interpreted as a particular transformation of news macrostructure, wherein two installments are clearly discernible. Structural differences, such as the presence of the Finding moves in the first installment, are then explained with reference to the principles of news organization. In the second installment, whose beginning is clearly marked by the Procedure move, certain similarities are found. Fahnestock (1985), drawing on classical stasis theory, uses an equivalent of observation – interpretation – evaluation – application sequence to demonstrate how popularization genres background the first step in the sequence and shift emphasis to evaluation and application. This study acknowledges these value-based differences in emphasis, but conceives of the sequence as a source of structural similarities in the later stages of both the genres. Related to this similarity is the presence of characteristic coherence relations linking similar types of semantic content. For example, both genres often employ contrastive coherence relations to present a gap in knowledge, though with different purposes. The two genres are thus compared, and also shown to be comparable on the basis of certain similarities. The consideration of these similarities and their sources (including not only to the fact that the two genres are renderings of the same event), throws additional light on the relationship between genres in general, and on the relationship between generic and other types of structure. The explanation cites more general patterns of text organization as well as intermediate descriptive units linking semantic-functional content with coherence relations.

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A genre-oriented analysis of research article abstracts in law and economics journals

Within the framework of English for Specific/Academic Purposes, the research article abstract is a genre of vital importance because it can be used as a means to develop students' academic literacy. Previous research into abstract writing has focused on abstracts from various academic fields (cf. Salager-Meyer 1992, Huckin 2001, Hartley 2003, Hyland 2004, Pho 2008). Adopting a genre-oriented approach, this paper suggests a framework for analysing research article abstracts that draws primarily on: (a) the Create-a-Research-Space (CARS) model, which identifies certain moves for research article introductions (Swales 1990/2004 and Swales & Feak 1994/2004), and (b) Lewin, Fine and Young's (2001) variation of the CARS model. Pho's (2008) framework for the analysis of research article abstracts as well as Halleck and Connor's (2006) and Agathopoulou's (2009) frameworks for the analysis of conference abstracts are also considered. The adapted framework comprises the following moves:

Move 1: Setting the scene /presenting the research space. *What has been known about the research topic?*

Move 2: Indicating a gap in the field or presenting a view that is going to be refuted. Presenting the study and creating its own research space. *What is the study about?*

Move 3: Presenting the results of the study and its contribution. *What do the results mean/So what?*

Research article abstracts in several journals of law and economics are analysed and discussed in the light of the framework suggested in this study. The analysis shows that the amount of information present in an abstract varies according to the academic journal. While certain moves can be considered a staple of abstract writing, others do not necessarily figure in abstracts; therefore, the specifications that each journal sets determine variations even within the same field. The pedagogical implications of the findings of the study are also discussed.

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Genre-Based Teaching and Vygotsky's Principles of Learning in an EFL Research Writing Course

This paper discusses the use of a genre-based approach in teaching a research writing course to non-native English speaking engineering students at a university in Singapore. Its aim is to illustrate how and why such an approach may be extended to ESL/EFL teaching. The paper begins by exploring the strengths and shortcomings of a genre-based approach. The main strength of this approach is that it facilitates quick access to the discourse community, genre being a reflection of the corresponding discourse community culture which students need to access. On the other hand, the approach can have a restrictive effect on students' imagination, thinking and independence. To balance these negative aspects, a pedagogical framework based on Vygotsky's theory of learning was developed to supplement the use of genre analysis in teaching research writing. The paper describes how Swales' (1990) Create-A-Research-Space (CARS) model was applied in teaching students the introduction in a research paper. It also demonstrates how scaffolding tasks are used to make students aware of the choices they have in discursal and lexicogrammatical features and the use of reflection to encourage the development of learner autonomy. Particular attention is paid to the roles played by model texts as well as contextual and textual exploration involving both teachers and students in the co-construction of knowledge and skills. Although the focus is on the teaching of writing, it will be contended that such an approach and its principles are applicable to the effective learning of other language skills.

Isabel Herrando-Rodrigo, University of Zaragoza, Spain

Hybridization in the medical genre: Where do electronic medical popularizations belong to?

Research Articles are the outcome of a complex process of research and publication. Due to their communicative purpose, they are addressed to members of the same discourse community. This fact unable lay reader, who may urge to know about medical issues, to understand what is said in these specialised texts. Thus, non-specialised readers turn to the accessibility of the World Wide Web in search for medical electronic popularizations—written adaptations addressed to non-specialised readers and published on the Internet. Whereas the Medical RAs genre has been widely studied, Medical Electronic Popularizations—Med-E-Pops—genre still remain understudied as far as genre is concerned being sometimes seen as a blurred genre in the academia. This piece of research has a double fold aim. It is my intention to define the Med-E-Pops genre from prevailing approaches to genre (Bhatia 1993 and Swales 1990) and from previous approaches to Medical Popularizations (Myers 1990, Nwogu 1991; 2003, Guillén 1996, among others). On the other hand, I aim to contribute—together with Varghese and Abraham (2004) among others—to the study of the popularization genre in the scientific field focusing on their level of "Hybridization". I will study 40 Med-E-Pops written in English and published in non-specialised medical journals but in recommended medical websites for practitioners and patients contrasting them with their original Med-RAs published in specialised medical journals. Preliminary results show that among other linguistic factors Med RAs mood structure strongly define the Med-E-Pops mood structure. By way of conclusion, it may be claimed that the Med RA as a piece of writing addressed to a jury of peers has an influence on the generic and argumentative structure of the Med-E-Pops.

Darryl Hocking, AUT University, Auckland, New Zealand

The brief genre and the facilitation of creative activity

Crucial to the production of the design object or work of art is the occluded genre of the brief; a document that operates behind the scenes to provide conceptual and technical guidelines for the artist or designer. The brief occurs in a variety of oral and written forms, including the creative brief, the design brief, the project brief, or simply 'the brief', as it is routinely referred to in art and design education. While professional brief genres are often the subject of, for example, advertising handbooks or architectural journals; in academia the brief is largely a taken-for-granted component of art and design study, and as a result remains untheorised and unanalysed from both linguistic and pedagogical perspectives. Drawing upon the multi-perspectived and mixed methodological approaches of Bhatia (2004) and Candlin (2006), my presentation will explore the art and design brief genre and its conditions of production and reception, with a particular focus on the role of the brief in the facilitation of student creative activity. One area of interest, future-oriented discourse, will be central to this discussion. These are the modal forms of recommendation, obligation, intention and desire that objectivise potential futures as the present, thus contributing to the actualization of creativity. They are co-constructed as the preferred visions of tutors in brief writing meetings, formalised in the brief genre, renegotiated in studio tutorials, and recontextualised as the creative work of students. Data will include a corpus of brief texts, examples of student artworks, video and audio transcripts of interaction, and participant narratives.

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Constance Kampf, Aarhus School of Business and Social Sciences, Aarhus University, Denmark

An academic writing paradox: Navigating between originality and recognition of value by discourse communities in different cultural contexts

A key to understanding academic writing for publication lies in the tension between the need for scholars to demonstrate originality, and the need for academic discourse communities to continue using their *shared repertoire*¹ of concepts, vocabulary, and genre structures. This tension can be highlighted through a lens which connects Wenger's conceptualization of knowledge as based in learning, meaning and identity in Communities of Practice, and Nonaka's *SECI model for knowledge conversion* which offers a perspective on knowledge creation for innovation. Both innovation and Communities of Practice draw on knowledge resources available in organizational and cultural contexts. To explore this tension in different cultural contexts, this paper examines how Ph.d students recognize and use knowledge resources as they learn about and respond to academic publishing. Sites of research include East Carolina University, USA and the Aalto School of Economics in Helsinki, Finland. Findings describe processes through which ph.d. students express their identity in the field with respect to both innovation and their participation in discourse communities.

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Susan Kermas, University of Salento, Italy

The dissemination of scientific knowledge in academia

Science Daily publishes the latest research news from scientists worldwide at <http://www.sciencedaily.com>. It adapts research articles into a more reader-friendly format and is used in university courses such as Taxonomy of Flowering Plants at the University of Texas A&M University (Biology 301, Fall 2010). The newsletter makes students aware of the discipline's role in society and

¹ *Shared repertoire* is one of three core concepts which Wenger uses in his definition of Communities of Practice (1998): Joint Enterprise, Shared Repertoire, and Mutual Engagement.

provides input for topics suitable for written assignments. From an academic point of view it provides all the necessary information for citation purposes and the bibliographical reference to the source article from academic journals is invaluable for the linguist wishing to compare discourse strategies used within the strictly scientific community with those adopted in popular discourse. My aim in this paper is twofold. On the one hand I purport to gain insight into redrafting techniques in the popularization of scientific knowledge on the other to throw light on lexical issues relating to genre analysis. I will do a keyword search for botanical terms in *Science Daily* and then analyze the relative corpus of comparable articles on botany and its application to pressing issues relating to health and the environment in academic journals. The choice of terms for analysis will be determined by my knowledge of plants following a previous lexicographically-oriented search of culture-specific terms used in the Plant for the Planet: Billion Tree Campaign in the *Times of India* (Kermas forthcoming). This survey will focus on the lexicon as used in two different genres the academic journal and the scientific newsletter with the purpose of gaining further insight into the under-researched popularization process (cf. Gotti 2005).

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Maria Kuteeva & Philip Shaw, Stockholm University, Sweden

Developments and variation in the covering letter for academic article submissions

When an article is submitted to a journal for publication it is accompanied by a covering letter. Such a letter instantiates an interested or promotional genre, in that its aim is to further the writer's own interests. In the days of paper publication this aim was often best served by an extremely brief text cast in a modest and neutral discourse. Research in the nineties on engineering and applied-linguistics covering letters showed experts writing two-or-three-line notes, while promotional discourse and ethos-enhancing details were characteristic of novices. However in the era of electronic submission, increased legalism, increased concern for ethics, and highly competitive publishing, many journals expect more detailed covering letters, and researchers in many disciplines find it necessary to use more promotional discourse in their letters. The published research on the field is therefore out of date and provides little guidance for current good practice. To document current usage we interviewed researchers in biology, medicine, and social science, examined the requirements of journals as stated in instructions to authors, and analysed a sample of 30 covering letters from the disciplines chosen. The results of this triangulated analysis showed that there has indeed been change in the direction of more promotional discourse, that expectations, both explicit and implicit, vary widely across disciplines and journals, and that skilled writers compose their covering letters quite strategically. These results provide a basis for guidance for novice researchers and provide a further instance of the shift towards promotional discourse in interested genres of this kind. On a more theoretical level they contribute to the discussion of the factors that mediate the impact of genre purpose on genre discourse.

Becky Kwan, City University of Hong Kong, Hong Kong

Hang Chan, University of Cambridge, United Kingdom

An analysis of evaluations of prior scholarships in research articles of two sub-fields of Information Systems

One key part of a research article (RA) is its literature review (LR)² in which the writer is expected to critically evaluate the existing literature to justify his/her research or to develop the conceptual/theoretical framework of the study. This is a challenging task to many novice writers not least because of its tacit nature which is seldom made explicit in writing instruction or research writing manuals. Where the task is explained, it tends to be glossed over, and how it may be practised in a specific discipline is rarely addressed. A parallel gap also exists in the empirical work on LRs which primarily focuses on the schematic patterns of the genre-part in theses. As a response to the gaps in both types of literature, the

² LR refers to the section that comes between the Introduction and the Methodology section of a research article.

study presented in this paper was conducted to examine how critical evaluations of prior scholarships are realized in the LRs found in 80 RAs drawn from four journals of Information Systems. The journals represent two distinct epistemologies characteristic of the interdisciplinary nature of IS, two of which have a soft orientation (Becher, 1989; Biglan, 1973) and publish work on IS management. The other two are hard journals publishing work relating to algorithms and computing techniques for IS. The CARS model (Swales, 1999, 2004) found adaptable for use in studies of LRs in postgraduate theses was employed as a starting framework to identify the move patterns of the LRs. It was found that the model could be aptly applied to characterize the moves of the LRs. With the move analysis completed, all segments of Move 2 where the majority of evaluative statements were located were subjected to a fine-grained multidimensional analysis of their rhetorical purposes in relation to the writers' own work, their propositional contents, and their use of rhetorical devices in achieving the purposes. The features were further subjected to a cross-field analysis. Findings reveal marked differences across the two groups of journals. Pedagogical implications will be discussed.

Enrique Lafuente-Millán, University of Zaragoza, Spain

Evaluation in Research Article Introductions: A Cross-Cultural Functional Perspective

Research has shown that academic writers use certain rhetorical strategies to draw support from their readers and to help the publication of their work. More particularly, it has been contended that research article (RA) writers need to highlight the newsworthiness and pre-eminence of their work by appropriately using evaluation resources in the text. The way writers use evaluative language in their texts may be affected by their own cultural norms and expectations. As a result, non-native researchers may find it difficult to comply with the rhetorical expectations of an international discourse community when trying to publish their work. The present paper adopts a functional perspective in order to investigate cultural differences in the use of evaluation across RAs published internationally by Spanish and Anglo-saxon authors. To do this, a comparative corpus of 48 RA introductions from RAs in Business Management was compiled. A number of methodological steps were taken to ensure that the evaluative units analysed were equivalent in terms of function. All the texts were read manually and tagged according to their move structure. Then, the output produced by the concordance software was read in context to identify evaluative acts. Finally, all evaluative acts were coded and classified according to a number of aspects which help to map out its functional value, such as its position within the move structure, the entity evaluated or the type of value. The results indicate that there exist significant differences in the way evaluation is used in the two corpora, which could be explained by the writers' different cultural norms and expectations. The present work also helps to show that evaluative lexis can perform different functions depending on the context and that evaluation is open to quantification and contrastive analysis as long as its closely defined by its pragmatic function.

Rosa Lorés-Sanz, University of Zaragoza, Spain

The interplay of cultural and disciplinary factors in the construction of genres: the case of the research article (RA) in English and Spanish

Genres as texts socially produced are linked to the concept of communicative function, which is a key factor that determines the way writers project themselves in texts and the way they establish relations with their readers, thus becoming instances of social events (Swales 1990, 2004; Bhatia 1993, 2004). It is now generally agreed that the academic genre of the research article (RA) is the outcome of a complex and sometimes difficult balance writers intend to achieve between the need to claim significance for their research and the need to show modesty towards the disciplinary community they belong to. This balance very much depends on the social and epistemological practices of each discipline. Culture has also proved to play a relevant role in the way writers make themselves more or less visible throughout the text. The use of first person pronouns as a textual manifestation of authorial projection is here studied in Business Management RAs in English and Spanish as a way to explore the way disciplinary and cultural factors play a part in the construction and shaping of the genre. The frequency of use and distribution of first person pronouns are analysed in three subcorpora, corresponding to RAs (i) published in English by Anglophone speakers (ii) in English by Spanish writers, and (iii) in Spanish by Spanish writers. The divergences observed suggest that the two variables at play pull different strings: the disciplinary variable determines the peaks of author's visibility across the research article and the linguistic and cultural variable

determines the intensity of those peaks. Significant insights can, thus, be gained with regard to disciplinary and national cultures as shaping forces contributing to the characterization of genres, and to the divergent generic expectations members of the same disciplinary community may have when working in different cultural and linguistic contexts.

Andrina Lou, Macquarie University, Australia

Hybridized Professional Membership – Evidence from Theme Analyses

The present study forms part of my doctoral thesis, which seeks to explore how second-year university business majors cope with the transition from academic to professional communication. From a discursive perspective, the study aims at teasing out the rhetorical strategies employed by students in their attempts to reframe (Goffman, 1959) their role as students to that of product managers as part of the process to recontextualize (cf: Linell, 1998) a marketing plan from a pedagogical, university assignment to a pragmatic, professional marketing document. This presentation reports the findings resulting from a comparison between textbook and student marketing plan samples, paying special attention to the discursive selection of Theme (Halliday, 1994) in the writers' attempt to represent their hybrid 'professional membership' through thematization of business and rapport building topics in the executive summary of a marketing plan report.

María José Luzón Marco, Universidad de Zaragoza, Spain

Scholarly interaction through comments in academic blogs: combining strategies from online and academic discourse

The weblog has recently emerged as a new genre that, thanks to the technical capabilities which it incorporates (e.g. links, comment software, trackbacks), facilitates interaction and makes it easier for scholars to exchange information and engage in discussion about discipline-specific topic. The purpose of this paper is to analyse interaction in academic weblog comments, focusing on discursive features that provide cues as to the participants' relational orientation towards one another. The study is based on the exploration of a corpus of weblog comments taken from 10 different academic blogs. To analyse the corpus we used a framework of different categories of discursive indicators of social and antisocial behaviour. The indicators of social behaviour were categorised into the following types: (i) affectivity; (ii) cohesiveness; and (iii) interactivity. The indicators of antisocial behaviour were classified into three groups: (i) negative socioemotional behaviour; (ii) group exclusion; and (iii) confrontational interaction. The results show that the "academic weblogs comments" is a hybrid genre, where participants use a great variety of discursive strategies, adapted both from other academic genres and from other CMC genres.

Andrzej Łyda & Krystyna Warchał, University of Silesia, Poland

Gender and academicity: Insight from research article abstracts

Inspired by Tse and Hyland's (Gender and discipline: Exploring metadiscourse variation in academic book reviews, in K. Hyland & M. Bondi, eds., *Academic Discourse across Disciplines*, Bern: Peter Lang, 2006) study of metadiscourse resources used by male and female authors of academic book reviews, the present paper focuses on the research article abstract in an attempt to investigate whether there are any regularities in the lexical choices made by male and female academics who provide abstracts to their own research papers. Structurally, the abstract is a shorter version of another text, whose most important points it preserves in a condensed form. Functionally, its most important role is to convince the editors that the article it represents deserves publication and to persuade the reader that the full version of the text is worth reading. Its goals are therefore twofold: to provide the most valuable data in a minimum space of text and to whet the reader's appetite for more details. This paper studies the extent to which the authors of abstracts rely on academic vocabulary and disciplinary terminology in order to fulfil these goals and whether such lexical strategies can be related to the gender of the writer. Material for analysis comprises abstracts of linguistics research articles coming from two internationally recognised academic journals, one with a more theoretical and the other with a more applied approach. The authors seek answers to the following questions: Do male and female authors of research article abstracts rely to a similar extent on academic lexis? Do they employ disciplinary terminology with the same frequency? Do their respective choices reflect in any systematic way potential readers' expectations, knowledge and needs?

Carmen Daniela Maier, Aarhus School of Business, Aarhus University, Denmark

From academic research articles to academic visual and video essays: Only a multimodal transition?

This paper reports on a research project carried out by the presenter and prof. Jan Engberg of Aarhus University. Drawing on an interdisciplinary theoretical framework, we propose to examine multimodal texts from the academic genre set belonging to the field of presenting and discussing research results: the academic research article, the academic visual essay and the academic video essay. The data for this study has been collected from academic journals that belong to print medium and to multimedia. In order to articulate an analytical model for the description and interpretation of these subgenres, we depart from the understanding of genres as linguistic categories influenced by specific situations, and we take into consideration the influence of technological advances upon the development of multimodal genres and the variety of subgenres. Therefore, concepts like remediation and resemiotization that are related to a multimodal approach to genres will be employed. The exploration of these multimodal subgenres will also be facilitated by applying theoretical approaches focused on knowledge communication because the academic discourse in these subgenres is based on specific meaning-making structures. The fact that these structures are linked to the subgenres' common communicative purpose of representing specific knowledge types implies that it is necessary to explore how the structures are influenced by the choice and interplay of several semiotic modes. We address the semiotic modes' interaction and combination within the subgenres in order to identify the roles of the semiotic interplay in creating and multiplying meaning at various levels of the generic organization. This paper concludes that it is increasingly necessary to open up the analytical space for the study of new multimodal academic subgenres by integrating the multimodal perspective in the context of genre theory in order to highlight the newest developments in the contemporary realm of research genres.

Anna Makarova, Bremen University, Germany

An examination of the concept of 'genre' as a tool for the design of speaking activities for English for Specific Purposes

The focus of my research is investigating **spoken genres** in an academic environment relevant to the needs of ESP students of political management spending a semester abroad. Genres of oral speech have received relatively little attention in genre studies. In my research, I use a framework for developing academic English courses suggested by Swales (1990) to develop a course of speaking activities. Bhatia's (2002) multi-dimensional model of overlapping perspectives of discourse analysis is used for the analysis of spoken genres. At the stage of identifying the students' needs and spoken genres to teach, the concept of 'discourse communities' is used to design a questionnaire for those students who returned from their semester abroad. It is argued that the research introduces an innovative approach to conducting a needs analysis since data is obtained from a discourse community which is rarely involved in the research. The results shed light on students' experiences with genres of oral speech abroad (such as native/non-native teachers, difficulties in communication, etc.) and indicate the oral genres considered most relevant by the students. Using a text-based approach of Structural Functional Grammar for the genre analysis has been helpful in identifying lexico-grammatical and phonological features which need to be presented to the students at different stages of instruction. Teaching phonological features, such as intonation, and using non-native speakers for modelling are discussed. The selection of corpus for teaching oral genres is another issue addressed in the research. While the Michigan Corpus of Academic Spoken English (MICASE) is viewed as an important source of texts for modelling, an attempt is made to investigate to which extent digitized audio and video recordings available online can be effective.

Donatella Malavasi, University of Modena and Reggio Emilia, Italy

Research Articles in Business: a Comparative Analysis of English Discussions and Italian Conclusioni

In the wide field of genre analysis, a number of studies have been devoted to the examination of research articles (RAs), which are considered the central genre of knowledge production (Swales, 1990 and 2004; Bhatia, 1993). Most prominent has been work on the organizational patterns of RA sections such as Introduction and Discussion (Swales, 1990; Dudley-Evans, 1994; Holmes, 1997), and particular text features such as hedges and modality (Hyland, 1996 and 2005; Salager-Meyer, 1992). Nowadays the growing tendency to examine RAs from a cross-disciplinary perspective (Bamford and Bondi, 2005; Hyland

and Bondi, 2006) has not been accompanied by a burgeoning interest in genre variation across languages. In an attempt to partially fill this gap, this study will comparatively analyse the closing portions of a selection of business RAs written in English and Italian. Data for this investigation consist of two comparable corpora of Discussions and Conclusioni drawn from some of the articles published in six specialised journals in 2000 (Academy of Management Journal, Administrative Science Quarterly and Marketing Science; Economia e Management, Studi Organizzativi and Micro Macro Marketing). With the support of corpus linguistic tools such as wordlists, concordances and collocates, the paper will shed some light on the similarities and differences which characterize the two sets of texts in terms of some rhetorical, content and metadiscursive elements (Vande Kopple, 1985; Crismore et al. 1993; Hyland, 2005). On the assumption that metadiscourse plays a crucial role in directing the reader and showing him/her how to understand what is said by the author, considerable attention will be paid to the metadiscursive elements which are deployed in English and in Italian to present research findings and convince the addressee of the truthfulness and trustworthiness of the results presented.

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Cristina Mariotti, Università degli Studi di Pavia, Italy

Lexical variations across genres in English-medium instruction

As a consequence of the rapid spread of internationalisation programmes in higher education, an increasing number of non-native academics has started using English as a medium of instruction in their courses. Many of them, though, have no previous experience of lecturing in a foreign language and mainly rely on their ability to deliver conference speeches in English, extending it to the teaching context (Klaassen 2008). Nevertheless, the overextension of a genre that is generally meant for an audience of experts may not be appropriate for the presentation of subject matter contents in a didactic setting, which typically calls for the application of specific input modification strategies, such as paraphrases, synonyms, repetitions, exemplifications and reformulations, among others (Pavesi 2002). In addition, recent research has shown that identity construction and styles of interaction may play a relevant role in academic teaching contexts, leading to added challenges for lecturers who are non-native speakers of English (Richards 2009).

The present study highlights the main structural and pragmatic differences between academic lectures and conferences, focusing in particular on the analysis of lexical and semantic strategies across the two genres, and gives special attention to variations in frequency and range of academic lexis that can be ascribed to the interaction between lecturer and audience. The research will be carried out comparing conference speeches, lectures and seminars from the BASE Plus corpus with recordings of lectures delivered by non-native speakers of English in Italian higher education institutions.

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Davide Mazzi, University of Modena and Reggio Emilia, Italy

"...such a reaction would spread all over the cell like a forest fire...": a corpus-based study of analogy markers in scientific discourse

In the last two decades, there has been a spate of interest for academic discourse from a genre-based view. In particular, an increasing number of works have focused on research articles as the genre credited with the lion's share in the transmission of expert disciplinary knowledge within specialized discourse communities. Among the distinctive features of research articles, argumentation appears to be central, since the presentation of data in a rhetorically convincing way is crucially involved in the transformation of empirical observations into scientifically accepted truth. As a result, a fundamental question from both a genre-analytical and a pedagogic perspective concerns a sound methodology for the rigorous study of argument forms and the related discursive formulation in research papers. The use of corpus linguistics tools to approach large amounts of authentic data now accounts as an age-old acquisition of studies on academic discourse; however, corpus analysis has more rarely been implemented in the study of argumentative discourse in academic settings. Conversely, the attempt to classify the linguistic clues to argument forms has been partially undermined by the lack of a more systematic corpus perspective, and it is more narrowly focused on general language rather than specialized academic communication. In order to bridge the methodological gap between corpus and argumentation studies, this paper is aimed at illustrating the results of a case-study of argumentative indicators (Van Eemeren et al. 2007: 2) of a specific argument scheme, i.e. argument by analogy, within a corpus of 140 medico-scientific research articles (app. 500,000 words). By means of a concordance-based investigation of argumentative indicators like *as*, *like*, *similar** and *compare* to*, evidence will be provided of such rhetorical functions of analogy in scientific argumentation as the strengthening of authorial argument through figurative comparisons (Garsen 1997) and the predictive value entailed by analogical associations.

Lindsay Miller, City University of Hong Kong, Hong Kong

Emerging genres in the academy? Designing an EAP pedagogy for the digital age*

Recent developments in Information and Communication Technologies have contributed to the emergence of new genres in a range of different contexts, including the academy. These new genres are characterized by an increased reliance on visual and hypertextual modes of representation, as well as increased possibilities for interaction and 'communicational action' (Kress 2003, p. 5). This paper presents a new approach to EAP course design, which attempts to take account of such emerging genres in the academic context. The paper describes a course in English for Science, which focused not only on traditional academic genres (i.e. lab reports) but also engaged students in the creation of a multimodal scientific documentary. Students worked in groups in order to complete an 'English for Science project', carrying out a simple scientific experiment, documenting the process, and interpreting the results. This method of presenting scientific information provided students with a novel way to share their English for Science projects with their tutor, classmates, and a wider (potentially global) audience as the final product was uploaded onto YouTube. This use of multimodal scientific documentaries as a possible pedagogical tool in EAP is evaluated with reference to data drawn from a student questionnaire, focus group interviews with students and academics, and students' comments in the course weblog. The findings show that both the students concerned and their subject lecturers perceived value in the construction and sharing of the multimodal documentaries. It is suggested that the use of the multimodal scientific documentary genre has the potential to raise students' awareness of disciplinary conventions in academic genres in the science domain.

** Participants interested in this paper may also be interested in the papers by Christoph Hafner and Connie Ng.*

Paul William Miller, University of Navarra, Spain

Variation Within a Genre: The Case of Medical Research Articles

In recent years there has been a plethora of published research which has focused on how a number of linguistic features vary across academic genres and disciplines. In contrast, the topic of how much these same linguistic features might vary *within* a particular genre has received much less attention. Evidently, for the results of such comparative studies to be fully generalizable it must be established that any differences obtained are not merely due to the particular sets of texts sampled. Thus, the objective of this exploratory study was to examine how much variation occurs in a limited range of linguistic features within one specific genre – the medical research article (RA).

From a base corpus of 1000 RAs taken from 10 different medical specialties 16 random sets of texts were established, 4 containing 10 RAs, 4 containing 20 RAs, 4 containing 50 RAs and 4 containing 75 RAs. The presence of a series of linguistic features typically associated with authorial presence and hedging/downtoning was examined. In and across sets, the frequency of the items, the range of variation and whether such variation resulted in statistically significant differences was determined. Results showed considerable variability among the different individual items. Firstly, some items (COULD) remained relatively stable across all 4 set sizes. Secondly, other items (OUR, HYPOTHESIS) became more stable as set size increased. Finally, a group of items (WE, SUGGEST, LIKELY) were found to occur with considerable variability across all sets even in the largest. Although the study was based on a broad approach investigating only a limited number of features in one specific genre, results suggest that intra-genre variability should not be ignored and that the selection of texts for comparative studies is an issue which deserves greater attention than it has hitherto received.

Pilar Mur-Dueñas, Universidad de Zaragoza, Spain

Lengthy and persuasive vs. concise and informative research articles in Economics: Genre variation between a 'central foundation' and its 'sister' journal articles

It is well attested that genres are not fixed constructs but, rather, dynamic and variable textual manifestations that respond to the context in which they emerge (Bhatia 2004; Swales 2004). Academic genres have in the last years undergone multiple cross-disciplinary, cross-cultural and cross-generic analyses. These studies have shown how text-internal features of academic discourse are conditioned by text-external factors, mainly, discipline, genre and culture. It is the aim of this paper to look into hybridisation within a given academic genre, the research article, as manifested in a particular discipline, Economics, in a specific context, the international English-medium publication. The analysis is based on two sub-corpora of research articles taken from two well-known journals in the discipline: (1) a sub-corpus of 15 randomly selected research articles published in the 'central foundation' journal, Applied Economics (82,000 words approx.), and (2) a sub-corpus of 15 much shorter and equally randomly selected research articles published in its 'sister' journal, Applied Economics Letters (26,000 words approx). Although the participants (i.e. experts in the field addressing their peers), the communicative function (i.e. to disseminate research results in written form), and the macrostructure (i.e. Introduction, Methods, Results Discussion) coincide in the two sub-corpora, the limited length of the research articles in the second sub-corpora results in a different microstructure and in a subsequent different way of presenting research results. Most promotional steps and persuasive interpersonally-driven rhetorical devices, which characterise the RAs in the first sub-corpus, are left out in the RAs in the second sub-corpus, as a result of their brevity and necessary conciseness. Overall, significant differences arise in the Economics scholars' discursive practices when it comes to publishing the results of their research in an international English-medium journal.

Laura-Mihaela Muresan, Bucharest University of Economics, Romania

Genre variation in the concluding section of business and economics research articles. The case of Romanian academics using ELF

Building on Swales' genre-based approach to research writing (Swales, 2004) and Bhatia's illustration of genre chains and hybridization (Bhatia, 2004), this paper focuses on the concluding section of economics

research articles (RA), in an attempt to identify recurrent patterns and preferences, and to see to what extent there is genre variation across and within sub-fields. Following a small-scale comparative analysis of graduate student writing in two academic contexts - the US, as reflected through the economics research papers in MICUSP, and the Romanian Higher Education context, the current study aims to take this line of research further, taking the case of the Romanian business and economics research context, as reflected through research articles published in-country and abroad. The paper, thus, sets out to explore similarities and differences in two corpora of RAs: one of articles published in leading research journals within the wider domain of economics, and a 2nd one with articles published by Romanian economists. Corpus-informed analysis (see Römer & Wulff, 2010) and an investigation of the move-structure in the concluding sections will allow us see to what extent the RAs in the 2nd corpus display similar patterns to those in the 1st corpus, or rather greater genre hybridization, and to what extent themes addressed in ELF academic writing characteristic of other academic contexts (see Mauranen et al., 2010) could be relevant also for the Romanian context. In addition, the study will seek to integrate insights derived from the experience of introducing a genre-based approach to academic and research-writing in the context provided by an interdisciplinary Teacher Education and Research Master for academics at the Bucharest University of Economics (Muresan, 2009). It is hoped that the outcomes of this research will further document course and materials design, with a view to improving ELF written communication for academic and research purposes in the Romanian Higher Education context.

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Connie KF Ng, City University of Hong Kong, Hong Kong

Investigating creativity in a hybrid academic genre: The case of the multimedia scientific documentary*

Creativity has been investigated in many educational settings worldwide, but has received little attention in ESP/EAP classrooms, especially in the Asian setting (Allison, 2004; Cheng, 2010). Creativity does, however, play a significant role in language acquisition, innovation, problem solving, planning and decision making (Runco, 2007). Moreover, there is an assumed need for creativity to prepare students in a knowledge economy as a result of the advent of information and communication technology. Social web applications, in particular, have now empowered learners to create online content collaboratively, resulting in emerging academic genres. This paper reports on an innovative approach to EAP pedagogy in which 67 undergraduate L2 science students collaborated in small groups to create a multimedia scientific documentary. This hybrid genre combines elements of traditional academic genres, such as lab reports, and media popularizations of scientific findings. The purposes of this study were twofold: i) to explore how students interpret creativity in their construction of the documentaries – how they were able to move outside of the more traditional science genres they knew; and ii) to examine the views of disciplinary specialists towards the students' documentaries. The study draws on data from a questionnaire, focus group interviews with students and disciplinary specialists, and online student comments in the course weblog. The findings reveal that the students explicitly valued being creative in pursuit of creativity in developing content, formulating ideas, identifying images and sound, and presenting their findings. The disciplinary specialists considered the science projects creative and appreciated that their students had become aware of the importance of creativity in science.

** Participants interested in this paper may also be interested in the papers by Christoph Hafner and Lindsay Miller.*

Masumi Ono, University of Essex, United Kingdom

A genre analysis of Japanese and English introductory chapters of Literature Ph.D. theses

This study aims to investigate introductory chapters of Literature Ph.D. theses written in Japanese and English. Although researchers have extensively investigated introductions of research articles in genre research little is known about Ph.D. thesis introductory chapters due to their long length (Dudley-Evans, 1999). The field of literature has been neglected among disciplines in genre analysis (Paltridge, 2002) and genre analyses of Japanese and English texts hardly exist. Therefore, the study compares Japanese introductory chapters with English ones in Literature Ph.D. theses in terms of generic structures. A comparison is made cross-culturally and intra-culturally in order to draw a clear picture of features of Literature Ph.D. theses across institutions between Japan and the UK. The research question is whether there are any differences between Japanese and English Literature Ph.D. thesis introductory chapters in terms of generic moves and steps. Fifty-nine Japanese introductory chapters of Ph.D. theses and 53 English introductory chapters written by native speakers were collected from three Japanese universities and three British universities, respectively. The Move-Step analysis of the introductory chapters was conducted by using the model modified based on Swales (1990) and Bunton (2002). The results showed cyclic patterns of moves and steps as well as a hierarchal structure of particular steps in the introductory chapters. A broad range of steps which seem peculiar to the field tended to construct a complex structure in the introductory chapters. Some steps, such as 'reviewing previous research' and 'research purposes/aims', were frequently included in the majority of the introductory chapters; these components seem common in the field and they may also be widely used in Ph.D. theses across disciplines. On the other hand, several steps seemed unique to the Literature PhD theses. Cross-cultural and intra-cultural similarities and differences are exemplified and institutional variation and individual authors' differences observed are also discussed.

Concepción Orna-Montesinos, Universidad de Zaragoza, Spain

The reconceptualization of a genre: The textbook for architecture and construction as a hybrid professional and academic genre

Despite its allegedly peripheral status as a research genre, the importance of the textbook genre as well as its place in the system of genres of a profession is justified not only because as a source of both content and generic literacy the textbook plays the social action of acculturating novices into the epistemology of the discipline, but also because of its role in linking the academia and the profession. For the analysis of this complex interplay of individuals, communities and institutions, this work explores the online blurbs which accompany the textbooks for the field of architecture and construction engineering for information about authors and their target audience and supported on that challenges the traditional concept of the textbook genre. In line with (Swales, 1995), the findings presented in this communication point to the complexity of the textbook genre in terms of the intricacy of communicative purposes, translated into a multifaceted discourse meant to accommodate the linguistic and rhetorical needs of a duality of audiences, an audience of learners and an audience of professional peers, whether scholars, practitioners or reviewers. Based on that, this work advocates for a reconceptualization of the textbook genre, moving from the concept of a textbook whose only purpose is to teach content and procedural knowledge to students, to the more specialized consideration of the textbook as a genre addressing a professional audience, thus only partially educational. Rather than textbooks, a broader label, 'specialized book', might better reflect the hybridity of this genre, whose communicative purpose would be to transmit disciplinary knowledge from the inner spheres of academic and professional knowledge creation, or even the search for academic or professional visibility, and whose pedagogical task is achieved indirectly.

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Brian Paltridge, University of Sydney, Australia

Sue Starfield & Louise Ravelli, University of New South Wales, Australia

Textographies and the researching of academic writing: Doctoral theses in the visual and performing arts

This presentation reports on an investigation into the practice-based doctoral thesis in the visual and performing arts, a genre that is still in the process of development (Buckley 2009; Elkins 2009). The doctoral thesis comprises both a written component and an exhibition or performance of a creative work. In order to better understand these texts, specifically the written component, the study adopted a textographic approach (Swales 1998a, 1998b) to examine a set of theses that were submitted for examination in the visual and performing arts in Australian universities. A textography uses techniques such as interviews and other information sources in order to get an inside view of the worlds in which texts are written, why the texts are written as they are, and the values that underlie the texts that have been written. This approach enables the findings of the textual analyses to be situated and interpreted within the context of in-depth interviews with students, their supervisors, and other sources that have influenced the writing of the texts. This presentation outlines some of the major outcomes of the project. These are the extent to which practice-based theses are a contested site in the visual and performing arts, relations between the written texts and the students' creative work, and the extent to which the practice-based doctorate in the visual and performing arts can be considered an instance of 'genre evolution'.

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Giulia Adriana Pennisi & Patrizia Ardizzone, Università di Palermo, Italy

Epistemic modality variation in Community law journals

Over the last decades the attention of scholars working in the field of academic discourse has been directed towards language variation, and academic writing is not any more considered as a consistent and homogeneous form of discourse. The importance traditionally given to the consensual and static aspects of disciplinary communication has been coupled with the emphasis increasingly placed to the analysis of interactions/practices/activities that sustain discourse communities. According to the sociolinguist approach, genres become 'dynamically rhetorical structures' that can be manoeuvred according to the discipline's norms, values and ideology, both historically and incrementally changing as disciplinary knowledge and genres required and created by discourse communities change (Hyland 2004, 2009). This is all the more evident in the legal field, where 'procedural knowledge and social knowledge' (Bakhtin 1986; Brown et al. 1989) play a key role in the acquisition and strategic deployment of genre knowledge as academic writers participate in their 'profession's knowledge-producing activities' (Berkenkotter & Huckin 2009).

The aim of this paper is to explore the use of epistemic modality markers in a selection of issues of a number of international legal journals dealing with constitutional and Public Law & Administration, written in English and published between 1990 and 2010. In particular, emphasis will be given to the emerging constitution of European Community and the European Union and the interplay between law and politics. Starting from the generally agreed assumption (Hyland 1998; Vold 2006) that epistemic assessment of the information conveyed is a significant aspect of academic discourse, the present work focuses on differences/similarities in the use of a number of selected markers in the texts included in the corpus from a diachronic perspective. The aim is to understand the rhetorical organisation and the argumentative strategies deployed by disciplinary actors in response to the changing emergent community's norms and ideology.

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Vanda Polese & Stefania D'Avanzo, Università di Napoli 'Federico II', Italy

Hybridisation in EU academic genres

The aim of this study is to analyse academic discourse from a supranational perspective. More specifically, our purpose is to investigate how the EU promotes its commitment in Education and Training through the Erasmus Programme which "helps Europe's universities and other institutions to work together towards modernising curricula, funding and governance of higher education". (http://ec.europa.eu/education/erasmus/doc1016_en.htm). The Programme also includes discourses covering different areas. For instance, a legal dimension can be found in the Erasmus University Charter, which provides the general framework for all European cooperation activities. It sets out the fundamental principles and the minimum requirements with which the higher education institution must comply when implementing its activities. Conversely, features of academic genre seem to be present in some studies by the EU on specific topics (e.g. Study on European Terminology in Adult Learning for a common language and common understanding and monitoring of the sector). Based on the assumption that "academic and professional genres are seldom seen to maintain static values and have become vehicles for a more complex and dynamic exchange of information, resulting in constant mixing of a variety of somewhat independent generic values within the more standardized genres" (Bhatia 1997), in the present study hybridisation of promotional, legal and academic genres involved in the educational discourse of the EU will be investigated. To this purpose, a selection of documents will be examined in order to offer the complex educational overview by the EU. More specifically, we will try to understand how the EU constructs its own academic discourse through the promotion of initiatives, learning policies, and strategies aiming at promoting and disseminating its own academic dimension.

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Céline Poudat, Université de Paris 13, France

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Genres and text types in academic discourse: analysis of a corpus of research articles in biology and linguistics

The present paper considers the relationship between genres and text types in academic discourse. In recent decades, many studies in ESP/EAP have examined academic genres (e.g. Swales, 1990, 2004, Bhatia 1993, Paltridge, 1997). This work, mostly using qualitative methods, has revealed significant variations in

texts across disciplines, cultures and languages (see, for instance, Fløttum, Dahl and Kinn, 2006) and has highlighted many relevant features of the highly studied genre of the research article. At the same time, advances in computer science have made it increasingly possible to perform precise quantitative analysis on texts and corpora, allowing for example the characterization of text dimensions (e.g. Karlgren and Cutting, 1994, Poudat 2006, following Biber, 1988) and the identification of the lexical specificities of given authors or categories. We believe that these two approaches can effectively complement each other and that genre analysis would benefit from the greater use of text statistics and computational linguistic methods. In particular, these methods should help enhance the identification of the key features of genres and in their definition. We have taken a combined approach involving both ESP and statistical methods to characterize a large corpus of research articles. We first focused on the overall rhetorical structure of the texts, starting from a reflection on the well-known IMRAD format. In particular, we concentrated on two distinct fields, biology and linguistics, which are opposed in multiple aspects, e.g., natural vs human sciences, IMRAD vs non-IMRAD, and with known significant linguistic differences (e.g. modals, hedges, personal pronouns, ...). A typology was established for each of the two domains, and the corpus was analyzed using a set of text statistics and corpus linguistics methods to identify features such as specificities, lexical richness and motifs. We will describe the results obtained, focusing particularly on their impact on genre typologies.

Renata Povolná, Masaryk University, Brno, Czech Republic

Cross cultural differences in the use of discourse markers by Czech and German students of English in the genre of diploma theses

While coherence in spoken discourse is the result of permanent negotiation of meaning between all discourse participants, coherence in written discourse cannot be negotiated explicitly, since the context is split (Fowler 1986) and there is no reciprocal management of the discourse (Seidlhofer and Widdowson 1997). Thus the writer, for example, of a diploma thesis or a research article has to anticipate the expectations of the reader(s) and use some signals to guide the reader(s) towards an intended interpretation of the text, which, under ideal circumstances, comes as close as possible to the author's communicative intentions. It follows that coherence understood here as a dynamic, context-dependent, comprehension-based, interpretative notion (Bublitz 1997) and the quality of being coherent are important in particular when expressing relations in academic discourse, including written discourse produced by novice non-native speakers of English. Since some relations that may hold between successive or more distant segments of discourse rank among the most complex of all semantic relations (Kortmann 1991), an appropriate knowledge of discourse markers expressing, for example, causal and contrastive relations necessarily becomes an inseparable part of learners' knowledge of a foreign language, above all at advanced levels such as university. The author investigates a corpus of diploma theses written by Czech and German students of English with the aim of finding out whether and how the use of selected discourse markers by novice non-native speakers differs from the writing habits of experienced native users of English (Biber et al. 1999) when building coherence relations (Taboada 2006) in the genre of diploma theses (Swales 1990). In addition, the author endeavours to show differences in the preferences of novice writers from different discourse communities, i.e. different cultural backgrounds (Czech Republic and Germany) while aiming to identify problems students face when producing texts in academic settings.

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Disciplinary Variations across 12 Sub-disciplines of Engineering: Genre Analysis of Abstracts Written by Thai Engineers

Insights into disciplinary discourses and variations can be attained through a comparative analysis of a genre between and across disciplines. A number of studies have revealed discourse practices that are specific to different academic disciplines and variations across disciplines. However, little has been done to disclose the discourse variations across closely related disciplines such as the sub-disciplines of engineering. Moreover, little about English academic communication by Thai engineers has been reported to enrich the existing knowledge of non-native speakers of English's writing for international scientific communication. Therefore, this paper aims to report the disciplinary variations across 12 engineering disciplines uncovered through an analysis of English abstracts written by engineering faculty members at a Thai university. A collection of 264 abstracts from 12 engineering sub-disciplines, such as mechanical, industrial, civil, computer, telecommunication, ceramic and polymer engineering, was used as a corpus for this study. The analysis was conducted to identify the type and move structure of these abstracts using Hyland's (2000) framework. The results were later validated by interviews with selected specialist informants from each of the 12 disciplines, who actually composed some of the abstracts under analysis. Highlights of the results include the predominance of the informative type of abstract in this corpus whereas the indicative type is the least popular and civil engineering abstracts favour the combinatory type the most. Move structure comparisons also reveal, for example, noticeable absence of the Conclusion move among electrical, telecommunication, and computer engineering while such move is frequently employed among the material engineering fields of ceramic and polymer. Interview data provide explanations for this difference. The findings can provide pedagogical implications for discipline-specific academic writing courses to cater for different discourse practices of the sub-disciplines of engineering.

Michele Sala, University of Bergamo, Italy

Engagement markers in academic writing. A diachronic perspective

This presentation is meant to examine cross-disciplinary variation from a diachronic perspective, with a specific focus on the interpersonal and interactional level of discourse (Thompson 2001, Hyland 2005). More specifically, the analysis will investigate the use of interactional resources and engagement markers by comparing research articles in four disciplines, namely Medicine, Applied linguistics, Economics and Law, published within the thirty-year period from the early 1980s to the present day. The purpose is to see whether it is possible to identify trends of generic variation due to the influence of multi-media discursive practices and promotional activities (Featherstone 1992), to the socio-cultural implications of globalization and, especially, to the wider accessibility of online resources. On this basis, the paper will discuss whether and to what extent these major changes in the process of fruition of domain-specific knowledge and the availability of specialized texts also to non-expert readers entail changes at the level of genre through the embodiment of popularizing discourse strategies such as interrogative and imperative forms which affect the treatment of the subject in order to make it more engaging. Interactional forms will be examined according to their pragmatic function, which will be classified as either textual-discursive, when such resources are intended to emphasize informative gaps that are subsequently filled, or evaluative, when they are meant to elicit doubts, emphasise paradoxes and ultimately express attitude and judgment. The investigation will be based on a corpus of 400 research articles taken from CADIS (Corpus of Academic Discourse, cf. Gotti 2006), 200 of which published in the years 1980-1999, and 200 in the years 2000-2007.

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Carmen Sancho Guinda, Universidad Politécnica de Madrid, Spain

Factors of variation in visual data commentaries by engineering students: Trends and prospects

Due to its irregular rhetorical structure, the commentary of visual data constitutes a sort of borderline genre virtually unresearched in applied linguistics and hardly modelled by the EAP and ESP literature. Being staged texts, visual data reports display considerable variation as to the expression of writer and reader-oriented strategies (i.e. of stance and engagement), influenced by factors such as the predominant metadiscursive function determined by the type of graphic, the topic or object of representation—whose knowledge may depend in turn on the writer's gender—and naturally the expectations about the community of practice to which the commentary is addressed. In this corpus-informed study I examine more than 400 commentaries written by aeronautical engineering students on four different kinds of graphs. Findings reveal a general tendency to favour engagement strategies at the expense of the expression of positioning or stance, as well as an increased reader-considerateness in those graphics representing real-life contexts. A complementary survey on metadiscursive awareness designed to match visuals with their metadiscoursal functions and verbalisations disclosed a discreet competence in identifying graph purpose and therefore the convenience of explicit instruction.

Francesca Santulli, Università IULM, Milano, Italy

The case against homeopathy: a study of the rhetoric of meta-analysis

The presentation analyses a special type of research paper, meta-analysis, which is exclusively focused on reviewing previous literature in a given research area. It aims to verify whether the approach typical of second-layer research influences the rhetoric organisation of the text and/or any of its pragmatic and linguistic features. The investigation starts from the analysis of a paper published in *The Lancet* in 2005 (Shang *et al.*), which illustrated the results of a meta-analysis of homeopathic treatments, showing that their effectiveness is not higher than that of placebo. The impact of the research, which raised a wide debate both in the academic and in the larger media context, was increased by the editorial, published in the same issue of the journal, which - from its very title: *The end of homeopathy* - emphasised the crucial role of the new results in marking a turning point in the attitude towards alternative medicine. These claims were systematically rejected with scientific methodology in a paper published one year later (Fisher 2006), which was conceived in the rhetoric form of *confutatio*. Some points which concern the presentation of the research and its semiotic structure are brought forth by the author of the confutation, who ends up considering Shang's work an instance of "opaque, biased analysis and rhetoric". The analysis will take into consideration these counter-claims and try to verify to which extent argumentation and language choices actually influence the credibility of Shang's results; it will then illustrate some non-conventional pragmatic and linguistic features which seem to be a consequence of the meta-analytic approach. Further instances of research based on a systematic survey of previously acquired evidence will be examined, to explore the possibility that a meta-analysis implies a special investigative attitude and, as a consequence, displays its own reporting style.

Tomoko Sawaki, University of New South Wales, Australia

Structuralism, the CARS model, and its application to the analysis of emerging academic genres

Whilst the CARS (create a research space) model (Swales 1981, 1990) has become more and more widely recognised, there are still unresolved issues such as the identification of the moves involved. Lewin *et al.* (2001) have expanded on this issue by suggesting that the identification of moves should be semantically oriented, even with this method, as the examples in my paper show, there are cases that are difficult to identify. Using the introductory chapters of Ph.D. history theses as examples, this paper attempts to go beyond semantics in identifying moves. The importance of considering the whole text in the identification of moves has been discussed recently (Biber *et al.* 2007), but a detailed methodology for this procedure is yet to be provided. This paper attempts to define an exact method for the identification of moves by taking into account the structure of the whole texts. For this purpose, this paper draws on the structuralist theory provided by Greimas (1966/1983) and sets the relations among the moves as the primary identification criterion. This paper also suggests that the functions of Move 1 and Move 2 in the structure of the text are identical, in that they both increase the value of the research: Move 1 by cementing its importance; and Move 2 by providing a problem which the research can then resolve. Therefore, this paper claims that Moves 1 and 2 are sub-moves under an overarching move, which then forms a component which is in

structural opposition to Move 3. An implication of this study is that a genre may evolve while the structure of the text remains the same. However, there may be variations in the semantic strategies that form the structural components of the text, which may account for the variations in writing within a discipline.

Francesca Scambia, Università degli studi di Napoli "Federico II", Italy

English Translation of European Official Statistics

The use of statistics has changed in the last decades. Statistics used to be managed by specialists only, nowadays political language is crowded of statistics and a larger public is interested in data. Academic discourse makes wide use of statistics as well. National Statistical Institutes (NSIs) in Europe are impelled to open up to the public and to make their data available and accessible. The European Commission in the Recommendation to the European Council and Parliament on May the 25th 2005 stated in Principle 15: Accessibility and Clarity – European Statistics should be presented in a clear and understandable form [...].- That has many linguistic implications. National statistics are to be accessible also to foreign users and the language to be used is English. This study is based on a corpus made of texts from Statistical yearbooks published in English by EU member countries and Eurostat in the last five years (2005-2010). Three yearbooks are collected for each country. This corpus enables to compare native and non-native language in the statistical domain as well as the use of ELF in statistical discourse at European level. Social organisation of EU member countries is very much differentiated and translation is crucial in order to enable comparability between the data of one country or another. Some examples: translation of data related to education and school system, as well as health care organisation and family life. This study analyses differences in translation of statistical texts with a special focus on social statistics and wants to provide some guidelines for the translation of official statistics in EU member countries with reference to the use of ELF.

Martin Solly, Università di Firenze, Italy

Reaching out without talking down: academic communication and the wider audience

Academic lectures are usually delivered in the speaker's own institutional context or in a similar academic setting, such as a conference or seminar. The lectures therefore take place within the framework of the lecturer's own disciplinary community which will expect the speaker to conform to and broadly respect the genre norms and conventions of that particular community. Thus the lecturer will prepare and deliver a lecture that will be appropriate for their audience in terms of discipline-specific content and rhetorical structure but one which could well be considered dry and somewhat impenetrable by those from outside their particular field. Sometimes however academics are invited to lecture to a very different kind of audience. In the case of commencement speeches (CS) they are required to lecture, in a supremely academic setting and probably wearing traditional academic attire, to a much wider audience, including members of their own discipline-specific community, but also colleagues and graduating students from other disciplines and the graduates' parents, as well as to the wider world at large (in the digital age CS are immediately available on the Internet). Moreover CS have their own genre conventions and are strongly conditioned by interlocutor expectations: speakers are not only expected to offer the graduating students words of wisdom and advice but also to deliver a cutting edge state of the art overview of key aspects of their field. This paper will look at a number of discipline-specific CS delivered by some of the leading academics in their fields (economics, natural sciences, philosophy) in order to examine how the speakers communicate their findings to the wider audience. Successful communication would seem to be highly dependent on the language strategies deployed.

Anna Stermieri, Università degli Studi di Modena e Reggio Emilia, Italy

Academic Theatre Review Move Structure: an hypothesis

The paper is part of a research project approaching the theatre review as a genre from a diachronic perspective. The interest in investigating this genre moves from the consideration that the theatre review constitutes a relatively new area in the field of reviewing studies. Insightful hints have been offered by Roberts (Roberts 1997; 1999; 2002; Roberts and Woodman 1998) but, to the best of our knowledge, linguists engaged in the area of discourse analysis, corpus linguistics and genre studies have not directed their research interests towards this genre, and consequently, an account of its move structure has not

been provided yet. In the light of previous studies on books and art exhibitions reviews (Diani 2004a; 2004b; 2006; 2007; Giannoni 2006; Motta-Roth 1998; Radighieri 2004) the paper aims at describing the prototypical sequence of moves characterising the academic theatre review as a genre, as well as at explaining their functions. Methodologically, the analysis draws on Bhatia's scheme (1993; 2004) and on the schemes elaborated by Motta-Roth (1998), Diani (2004a;2004b), and Radighieri (2004). The study is based on a corpus of academic theatre reviews, made up of two comparable sub- corpora. The first sub-corpus includes texts collected from 1991 issues of 5 internationally published, peer-reviewed academic journals. The second sub-corpus includes texts collected from the 2001 issues of the same journals (New Theatre Quarterly; Shakespeare Quarterly; The Drama Review; Theatre; Theatre Journal; Theatre Research International). The comparative analysis of the sub-corpora highlighted a common generic structure, variously built around the double focus of theatre reviews dealing with the play and the production. An overview of the language features is also offered, with reflections on areas displaying tendencies towards change. The methodological approach shows potential for further application to the newspaper theatre review, and opens to the future broadening of the project.

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English research article abstracts in the law discipline: a rhetorical-grammatical and discursual study of generic variation

This paper seeks to investigate rhetorical-grammatical variation in the academic genre of RA abstracts from the law discipline by providing a descriptive account of situated language use in these texts. Using a genre analytical approach to qualitative and quantitative data, the paper reports on a total corpus of 100 electronically retrieved abstracts from five academic OUP Journals published during 2007-2010 (*British Journal of Criminology, Journal of Legal Studies, Industrial Law Journal, International Journal of Transitional Justice, Journal of International Economic Law*). Corpus abstracts are compared by the analysis and discussion of the basic IMRD rhetorical move structure for the RA often proposed in the literature (e.g. Nwogu 1990; Swales 1990; Bhatia 1993; Ventola 1994; Martín-Martín 2002) and the additional moves in the CARS structure for introductions (Swales 2004), together with the most salient (micro-) linguistic

features that realize the rhetorical moves in the academic genre. Findings suggest, in both frequency and choice, that there are similarities as well as differences in the rhetorical structure of abstracts, as there are indeed in the distribution patterns of linguistic realizations in the generic moves. It is argued that variation in the discourse structuring of the genre is determined by diverse priorities, needs and purposes expressed through language choices among disciplinary authors. Personal choices are significant since they offer a varied rhetorical site where writers are able to construct their own image in the *disciplinary community* (Swales 1990; Hyland 2000) by their individual “instantiation and engagement” in the community practices rather than “membership or collectivity” (Swales 1998: 21-22). The distinct ways the genre is used and responded to by academic writers in community-situated discourse therefore become representative of the writers’ socio-rhetorical practices shaped within the context of their *disciplinary culture* (Bhatia 2004: 126). This study is part of a wider research project investigating English legal genres in academic and professional settings.

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Academic e-zines – in the search for conventions

The aim of the article is to determine the basic genre conventions of electronic magazines, i.e. e-zines issued for academic and research purposes (e.g. Provost’s Ezine, Bibliozone, Student Affairs Online). The analysis illustrates the main characteristic features of e-zines, involving their function, format, content and functionality. The results of the analysis show that e-zines represent a group of heterogeneous forms, exploiting the conventions of other electronic genres, and thus creating hybrid constructions. The article presents a preliminary categorization of electronic magazines, carried out on the basis of the differences in content and in formatting techniques of these websites. The study illustrates as well the most recent trends in the shape of electronic magazines. In this way, the analysis contributes to the discussion of genological differentiation between e-zines, e-journals and newsletters.

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Negative Academic Book Reviews in English and German

The analysis aims to elucidate the argumentation strategies used by review writers, the degree to which criticism is based on objective logic, and the degree to which it is based on subjective personal evaluation, and their evident preference for certain content topics. It is based on a sample corpus of 10 book reviews per language in the field of English and German applied linguistics, which have a definitely negative character – meaning that the book is eventually not recommended to the readers. I chose the field of Applied Linguistics for two basic reasons: first, being myself an applied linguist, to guarantee the correct understanding of the content and second, because there is evidence (Hunston 1993) that linguists get involved in contentious debates more extensively than scholars from other disciplines. Motha-Roth (1996:22) suggests that the latter is due to “an attempt to compensate for the indefiniteness in the basic theoretical apparatus of the discipline”.

This study ventures to explicate the argumentation strategies used by review writers within the classical Aristotelian framework, where ‘argumentation’ is defined as „mehr oder weniger komplexe Sprachhandlungen, mit Hilfe derer die Zuhörer oder Gesprächspartner überzeugt werden sollen“ [more or less complex speech acts with whose help the listeners or conversation partners should be convinced] (Ottmers 1996: 65).

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Changes in Higher Education and Genre Hybridization

The presentation is based on a discourse analytical investigation of the academic discipline of *Intercultural Business Communication* as it is pursued in Germany. This field emerged in the 1980s in response to the forces of ‘globalization’ and merges academic research with consulting and training aimed at the development of intercultural competencies for international business. The results of the genre analysis of 24 prominent academic articles published in this area identified common hybrid features such as particular citation patterns, shared ideological assumptions (e.g. in relation to a specific discourse of ‘globalization’), a mix of academic and promotional elements, a lack of empirical research and many others. It will be argued that the hybridity of this corpus can only be explained by the different target readerships the texts are

written for and the diverse functions they are meant to serve. The presenter will show how aspects of context (e.g. interdisciplinary relations, disciplinary intricacies, hegemonic discourses, changes in the higher educational system and its relation to other social spheres) impact upon this particular field in particular and can potentially impact upon other social sciences. The generic and discursive practices unraveled in this corpus might therefore raise questions of academic integrity and ethics in the context of the commercialization of academic 'services' that are of a more general concern.