

PLENARY LECTURES

“Devil is in the details”: Under-noticed aspects of research writing in English

John M. Swales
University of Michigan. Ann Arbor, US

Current interests in academic discourse have tended to cluster around “manipulative” or “promotional” features of scholarly writing such as evaluation, stance, self-mention and engagement, as can be seen in the publications of Diani, Hunston, Hyland, Moreno and the like. However, below these more rhetorical features lie some linguistic and stylistic issues that can usefully be brought to the attention of novice research writers and writers with English as an additional language. In this presentation I illustrate and discuss a number of these, since they may show awkwardness or ambiguity, as well as providing minor obstacles to comprehension. Topics include variation—or lack of it—in citation practice, the potential problem of “hanging” citations, the uses and functions of imperatives, the structure and function of location statements, of-fronting with numerals, supported and unsupported demonstratives, and second-clause sentence connectors. The presentation closes with suggestions for further research on these topics and for research on yet-unexplored ones with a view to providing finer-grained advice for those all of us who struggle to get our English-language texts into print.

Saturday 1 December 11.00-11.45 (Salón Triunfo de Baco)
Plenary Lecture



Epistemicide in modern academia: Beyond discourse

Karen Bennet
University of Lisbon Centre for English Studies (ULICES), Portugal

The term ‘epistemicide’ was coined by the sociologist Boaventura de Sousa Santos to describe the systematic eradication of Third World knowledges by “Western” science. However, knowledge-building in the West is by no means a monolithic univocal enterprise. Even within Europe there are multiple epistemological traditions encoded into different discourses in different languages that are now being threatened by the inexorable expansion of English as lingua franca in the academic domain.

The first part of this paper focuses upon the traditional scholarly discourse of the Romance cultures, which is based upon a very different epistemological premise to the positivism, empiricism and linguistic realism inherent in English academic discourse (EAD). A descendant of the “Grand” style of Classical rhetoric, and grounded in a humanistic paradigm that regards knowledge as inevitably filtered through consciousness, it values the interpersonal, ethical and aesthetic dimensions of language as much as the referential. This means that it is effectively

unpublishable in mainstream international journals without extensive reformulation. The second part of this talk looks at some of the mechanisms that are currently in place to perpetuate the hegemony of EAD and the epistemological paradigm that underpins it. These include: 'quality control' structures; ratings systems for journals and research centres; standardization procedures and the (national and international) bodies that enforce them – all of which severely restrict not only the kind of discourse that is permissible in academia but also the topics that may be broached and the range of things that can be said about them.

Hence, translators, editors, peer-reviewers and language instructors are all effectively agents of epistemicide in modern academia, working to ensure the perpetuation of one particular kind of knowledge at the expense of all others. The result, it is argued, will be an epistemological monoculture of global proportions in which alternative knowledges are systematically eliminated in the interests of 'quality'.

Sunday 2 December 11.00-11.45 (Salón Triunfo de Baco)
Plenary Lecture



**Publish in English or perish in academia.
The case of a JCR-indexed multilingual journal.**

Ana Bocanegra-Valle
Universidad de Cádiz, Spain

This paper discusses the position of English in the publication and global dissemination of research and aims to raise awareness on the actual use of English by non-native English speakers who need to gain visibility in academia and recognition in their home educational contexts. In order to further such discussion I will rely on the history of *Ibérica*, a JCR-indexed journal on Languages for Specific Purposes (LSP), and its contributions from a majority of non-native English speakers who submit their papers in English despite the fact that *Ibérica* is a multilingual journal, encourages submissions in some other languages different from English and assesses all manuscripts on an equal basis regardless of submission language. I will begin my presentation by providing some background to the journal and its position in the field of LSP-related research publication. Secondly, I will address the “publish in English or perish in academia” dilemma by sharing the views expressed by *Ibérica* contributors to some questions posed on line about the use of English for research and publication purposes. Next, I will take into consideration the case histories of submitted manuscripts in which the English language has played a role in eventual (non-)publication. Finally, I will resort to *Ibérica*'s assessment sheets (referees' reports) and the text histories of some papers to illustrate the position of English language use throughout the submission-assessment-publication process. It is hoped that the findings from this particular journal shed some light on the current position of English as a scientific and research language at the same time it is possible to come up to some lessons learnt in view of global benefit.

Saturday 1 December 17.00-17.45 (Salón Triunfo de Baco)
Plenary Lecture



PAPERS

Cohesive use of the anaphoric “this” in abstracts written by native and non-native English writers

Geneviève Bordet

Université Paris Diderot. Paris 7, France

Scientific paper abstracts have lately attracted a lot of attention in academic discourse studies, widely due to their “gatekeeping” role in a plethoric production of scientific publication. PhD abstracts, although they do not appear to share this role, are an interesting representation of “science in the making” since they are produced by “would-be insiders” (Hyland 2004) thus reflecting the discursive skills acquired through academic training. In the context of English-dominated scientific dissemination (Belcher 2007), the comparison of PhD abstracts written in English by native and non-native writers provides hindsight as to specific linguistic uses of these discursive skills and potential consequences on their reception by the targeted audience. In recent ESP contrastive studies, focus has been put on the variations in the mastering of genre-specific rhetorical expectations, based on the study of thematization (e.g. Mauranen 1996; Lorés 2004). The handling of the adequate lexicogrammatical constructions by L2 writers has been given somewhat less attention while an important part of recent ESP literature has shed light on cohesive devices including the role of discourse markers in the realization of a persuasive discourse (e.g. Bondi 2002; Bordet 2011; Siepmann 2007). Assuming that the construction of a strong anaphoric chain contributes to the shift from one move to the next, which makes it a decisive asset in the building of coherence (Halliday and Hasan 1976), I will explore here the role of the anaphoric “this” as a cohesive device and the potential difficulties in its handling by non-native writers.

Based on the comparison of PhD abstracts written in English for two disciplines by native and non-native (French) authors, the distributional analysis of the various types of anaphoric functions of “this” across rhetorical moves will be considered in a doubly contrastive light, regarding both the disciplinary and the linguistic origin of the abstract’s author. The question raised is: to what extent the disciplinary and the linguistic factor have an influence on the type of argumentative structure used to weave a persuasive text, taking into consideration the objectives of the genre. A combined text and corpus level approach leads to a typology of the semantic uses of “this” as a referential device and examines their contribution to the rhetorical structure. Results give evidence of a connection between the function of “this” and the type of move it is used in. Besides, the comparison between the sub-corpora shows that each discipline tends to favor a specific pattern of use of the rhetorical functions of “this”, while the pattern can be influenced by the linguistic origin: non-native writers tending to avoid interpretive uses of “this” as a determiner combined with an “encapsulating” and reclassifying general noun (Halliday and Hasan 1976; Francis 1994), thus restricting the scope of their propositions. The study of these “labeling nouns” and their role in the argumentative dynamics offers a lead for further research into the difficulties involved in their handling by non-native speakers, and the implications as to the creation of an authoritative and credible academic voice (Matsuda and Tardy 2007).

Saturday 1 December 18.00-20.00 (Salón Triunfo de Baco)
Academic ELF: A Linguistic Perspective



Citing outside the community? An investigation of the language of bibliography in top journals.

Ruth Breeze
Universidad de Navarra, Spain

To persuade peers of the merits of their research and build a reputation through publication, academics have to do more than simply develop their own personal contribution to the discipline and present it to readers. They must also become conversant with disciplinary conventions and epistemological assumptions. In this, it is essential to demonstrate familiarity with other members of the discourse community, and to accord them the position and role that they are consensually understood to have. The appropriate management of citations is one of the ways in which academic writers assert their professional credibility.

The function of citations is ostensibly to link the present findings or arguments to any relevant previous publications. None the less, some empirical research has suggested that other factors are at work (Thelwall, 2003). For example, it was found to be more likely that particular scholars would cite colleagues (Cronin and Shaw, 2002), or compatriots (Herman, 1991), perhaps due to ease of access (Lawrence, 2001), or language skills (Yitzhaki, 1998). Hyland (2003) contends that citation practices can be part of individuals' wider strategy to promote themselves, and it seems likely that the same may apply to groups: members of a research group may often cite each other, for both scientific and promotional reasons.

It is widely known that US and UK scholars make scant use of material not published in English (Yitzhaki 1998). However, it is striking that although scholars from the expanding circle are increasingly publishing in high-ranking journals, they rarely appear to cite papers published in languages other than English. For example, European scholars undoubtedly have access to journals and books published in their first language, and probably have a vested interest in promoting the work of their colleagues and research teams. Yet in their international publications, it is unusual for them to refer widely to sources in their own first language.

This paper reports the results of a pilot study of leading journals in eight disciplines: applied linguistics, sociology, economics, communication, education, nursing, etc etc. In each case, an "excellent" journal (CIRC ranking) was identified. Then, all the research articles in the last issue of 2011 were studied: the affiliation of the authors was noted, and the number and language of all the references were recorded.

In order to triangulate these data, interviews were conducted with editors of two of the journals, and with a group of referees and authors. They were asked whether referees or editors exerted pressure on authors to remove non-English citations, and why they thought authors rarely cited papers in languages other than English.

Theoretical issues that might motivate this trend are discussed, including possible information loss, the ambition to construct an international professional identity, trends in higher education, the power balance in the discourse community, and fear of rejection by leading journals.

Saturday 1 December 15.00-17.00 (Salón Triunfo de Baco)
The 'Publish in English or Perish' Dilemma



Dealing with peer reviewing: case studies

Alexandra Anca Codreanu
University of Bucharest, Romania

The paper will identify issues that a newcomer to peer reviewing can be faced with and compare the work of several reviewers. Peer reviewing will be viewed as a genre, with focus on aim and audience as factors distinguishing it from other close academic genres.

I will discuss questions like: what makes peer review work; what the purpose of PR is and how it is achieved; obstacles and limitations; tricks of the trade; differences. In particular it is to be seen to what extent a professional standard can be ensured by a linguist reviewer when dealing with articles from other disciplines, like law or economics.

I will be using a corpus of reviews for Romanian academic journals in English, and compare requirements for Romanian academic journals in English, Romanian academic journals in Romanian and international academic journals in English.

Saturday 1 December 15.00-17.00 (Salón Triunfo de Baco)
The 'Publish in English or Perish' Dilemma



Relative frequencies of academic phraseology for writing in the ELF scope

Alejandro Curado Fuentes
Universidad de Extremadura, Spain

As observed over the years, non-native writers of Academic English at university in Spain, i.e., university researchers, tend to be influenced, regardless of their linguistic commands and fields, by often unconscious processes such as reversed translation from the L1 and relative frequencies of specific items and structures in their academic register. Two instruments have been used to examine such processes: First, a corpus of Spanish academic writing taken from the web with textbooks and articles in various disciplines (social sciences and humanities), containing 1540 texts for a total of 6,898,481 tokens. Secondly, 50 university teachers from different disciplines answered a test of 58 highly frequent phraseological items that had to be translated from English to Spanish and viceversa. The items included 23 collocations, 20 textual colligations, 9 colligations, and 6 semantic associations.

The Spanish academic corpus produced relative frequencies that could be contrasted with the English corpus frequencies (Academic frequencies in COCA, Corpus of Contemporary American English). Thus, we could already gather some data as possible reference equivalents because of their matched frequency positions in the two collections. The information extracted was categorized in terms of phraseology (collocations, colligations, semantic associations, textual colligations, following Hoey, 2005).

The 50 university faculty members involved in the tests came from areas such as Computer Science, Animal medicine, History, Philosophy, Nursing, and Economics. This number is estimated as a suitable sample size for a population size of 100, with a maximum acceptable error of 3.3%, according to the SPSS tool used. The subjects' scores are processed by establishing the mean and standard deviation rate for each translation category (e.g. the translation of textual colligations from English to Spanish). Therefore, the number of mistakes is annotated for each student, and the 15 amounts establish the mean and standard deviation for that translation category. The aim is to identify the significant difference and t-value between two given categories. The categories are compared according to language (e.g. English to Spanish versus Spanish to English textual colligations) and phraseology (e.g. textual colligation versus colligation). There are six categories only because there were no mistakes made with the semantic associations; thus, the categories are textual colligations, colligations, and collocations (English to Spanish and Spanish to English).

Final remarks concern main observations that can be derived from the corpora data and test information. Possible applications and developments for EAP / ESP material design, especially for the improvement of writing skills, may also be deduced, as mistakes and weak phraseological use are overtly marked and contrasted. On the other hand, some non-native use is pointed out as different from native writing, but nevertheless valid for research writing purposes in the ELF world.

Saturday 1 December 18.00-20.00 (Salón Triunfo de Baco)
Academic ELF: A Linguistic Perspective



**Cross-cultural variation in citation practices:
A comparative analysis of Czech and English linguistics research articles**

Olga Dontcheva-Navratilova
Masaryk University, Brno, Czech Republic

With the widespread use of English as the lingua franca of the global academic world, ever more non-native speakers are faced with the demanding tasks of presenting their views and interacting with their readers using a foreign language and accommodating themselves to a different epistemological and literacy convention. Yet until recently most descriptive and pedagogical studies of academic English have taken the educated native speaker as the model of good and fluent language performance and the Anglo-American tradition of academic writing as the prevailing discourse convention, thus creating a centre-periphery tension and relegating non-native-speakers to marginal participation in the activities of the academic discourse community (cf. Flowerdew 2000, Canagarajah 2002, Salager-Meyer 2008). However, in the last decade numerous researchers and educational practitioners have problematized the role of the native speaker as a model and questioned the practice of imposing the Anglo-American tradition of academic writing on intercultural communication (e.g. Swales 1997, Tardy 2004, Jenkins 2009, Mauranen&Ranta 2009) pointing out that “there are no native speakers of *academic English*” (Mauranen et al. 2010: 184). As a result, there is now a growing interest in the study of cross-cultural variation in structural and functional characteristics of academic genres aimed at explaining the reasons for differences in academic discourse conventions and at considering the influence of these on existing international academic norms.

Drawing on recent research into the functions of citation in academic discourse (Hyland 1999, Harwood 2009, Hewings et al. 2010, Lillis et al. 2010), this study investigates cross-cultural variation in citation practices in a specialized corpus of linguistics research articles published in established international linguistics journals and Czech English-medium journals. Citation choices allow authors to evaluate previous research, indicate gaps, support their argumentation and make claims aiming at extending existing knowledge, thus enabling them to construct their identities as members of the academic discourse community (Ivanič 1998). Therefore the focus of this study is on the interpersonal dimension of citations and their contribution to the persuasiveness of academic discourse. While considering such factors as recency, quantity, language of the source, type of academic publication, integral vs. non-integral form and rhetorical move in which the citations occur, the investigation attempts to find out whether and to what extent the Czech authors have adopted the norms of the dominant English-speaking academic discourse community. The aim of the study is to highlight the differences existing between central and peripheral epistemologies and literacies and the significance of the changes that peripheral discourse communities are undergoing as a result of the establishment of English as the world's leading medium of academic communication.

Sunday 2 December 9.00-11.00 (Salón Triunfo de Baco)
Academic English: Comparison across Areas of the World



Attitudes of Croatian Native Speakers towards the idea of introducing English-medium Higher Education

Branka Drljača Margić and Tea Žeželić
University of Rijeka, Croatia

Attitudes of non-native English speakers towards the use of English in high-status domains, such as higher education, have been investigated for years in different linguistic communities (e.g. Berg et al. 2001, Preisler 2005, Ljosland 2007, Gnutzmann 2008). With higher education and other high-status domains becoming increasingly internationalised and with a growing need for international student and teacher mobility, research into attitudes towards English-medium higher education is particularly important. The present paper reports on the first study conducted into the attitudes of Croatian native speakers towards the idea of introducing English as a medium of instruction in Croatian higher education, which is at the moment almost exclusively Croatian-medium.

A questionnaire-based study was carried out among 177 Croatian university students enrolled in the final year, studying tourism management, economics, maritime studies, electrical engineering, medicine and law. The aim of the study was to examine whether the participants felt that they were competent enough to attend courses and take exams in English, whether and why they would like courses they attend to be in English, and what they believed to be main advantages of and barriers to introducing English as a medium of instruction in Croatian higher education. The participants' perception of the possibility of the implementation of English-medium higher education in Croatia was also investigated.

The findings of the study suggest that half of the respondents feel competent to attend courses in English, but only a third feels up to taking exams in English. The large majority of respondents, however, believe either that no university courses should be in English or that

only some of them (predominantly electives) should, the latter primarily in order to help them improve their English, prepare them for a competitive labour market, and help them achieve professional goals in Croatia and abroad. Most participants (60%) do not find it possible for higher education in Croatia to become English-medium, while only as few as 4% feel the opposite, and 14% say that only electives and internationally oriented courses are likely to be offered in English. Most of those who hold that the concept is probable only in the future (22%) see it happen in five to ten years from now.

The most intriguing finding that this study has revealed is that in spite of the approaching accession of Croatia to the European Union and the increasing internationalisation of higher education Europe-wide, the idea of introducing English-medium higher education in Croatia is largely facing scepticism and concerns. The respondents are highly sceptical about the ability and motivation of teachers and students to use English as a medium of education, that is, to transfer and acquire knowledge in English, as well as about the organisational and financial issues involved. Furthermore, they are concerned that Croatian would consequently become inadequate as a medium for transmitting new scholarly knowledge and inappropriate for use in higher education.

Saturday 1 December 12.00-14.00 (Salón Triunfo de Baco)
English Language Hegemony vs Minority National Languages



Publish in English or perish in German? Academic writing and publishing in English as a Foreign Language

Claus Gnutzmann and Frank Rabe
Technische Universität Braunschweig, Germany

The predominance of English in scientific publications is a well documented fact. Quite clearly, this was the precondition as well as the result of the globalisation of science. At the same time, it has also led to the displacement of other languages in scientific communication in a large number of disciplines.

In the natural sciences, the proportion of publications in English worldwide has been greater than 90 percent for over a decade; in the field of engineering and even in the social sciences and the humanities the figures are apparently quite similar. Thus, it comes as no surprise that in the rankings of the European Science Foundation almost all academic journals with the top grade “A” are published in English. As a consequence, writing and publishing in English has become the norm in almost all scientific disciplines. Since journal publications in English have become the essential indicator for research performance and assessment internationally, it seems obvious that non-native English researchers have to cope with an additional problem, namely the linguistic challenge, a fact which very often puts them at a communicative and a research disadvantage. The main research questions of a two-year project, carried out in Braunschweig and funded by the Volkswagen Foundation, are the following:

- (1) What problems and challenges do non-native researchers encounter in their preparation of research articles in English?
- (2) What strategies and resources do they deploy in order to overcome these problems, i.e. their communicative disadvantage?
- (3) How does immersion in a disciplinary culture influence the attitudes of researchers towards English and German as scientific languages?

The empirical part of the research is presently based on 24 interviews conducted with researchers from four disciplines (biology, mechanical engineering, history, German linguistics) at different universities in Germany. The paper starts out by describing how and why the interviews were conducted. This is followed by an analysis and evaluation of selected interview data, as well as some thoughts on future developments of the project.

Saturday 1 December 15.00-17.00 (Salón Triunfo de Baco)
The 'Publish in English or Perish' Dilemma



**Communicating health issues across European society:
A case study of an EU agency**

Maria Kuteeva and Lisa McGrath
Stockholm University, Sweden

According to the European Commission website, the European Union officially operates in 23 working languages. In practice, this number is significantly reduced; few documents are translated into all these languages, and in general, the European Commission uses only three languages procedurally: English, French and German. In spite of this, the European Union purports to promote a multilingual agenda, both in its institutional and outreach capacity.

With a view to exploring language use in the European context, we investigate scientific and outreach discourse in the public health domain, disseminated by the European Centre for Disease Prevention and Control (ECDC). ECDC is one of a number of decentralised EU agencies whose role is to support the governments and citizens of EU member states. As far as knowledge dissemination is concerned, the agency provides an interesting case, since its activities include collecting, evaluating and disseminating scientific data through providing opinions to the media, and exchanging information and best practices in the key area of public health with EU countries via their website, which also hosts a peer-reviewed scientific journal, *Eurosurveillance*. In spite of this Europe-wide mandate, and unlike some other geographically devolved European institutions, ECDC operates a monolingual (English) website.

To begin with, we provide an overview of the different genres used by the agency to communicate about health-related issues on-line. We then zoom in to an exploration of the schematic structure of five of the texts disseminated by the agency. These are a research article from a peer-reviewed journal that the agency website hosts, two news items, and a video-clip. Finally, using appraisal theory (Martin and White, 2005) we explore the voices present in the texts, and how author and putative reader are aligned. By examining the high-stakes domain of public health, we seek to contribute to the current research into English-medium knowledge dissemination practices in contemporary Europe.

Sunday 2 December 9.00-11.00 (Salón Triunfo de Baco)
Academic English: Comparison across Areas of the World



Teaching English as a lingua franca in multilingual academic environment

Joanna Lewińska

Wsztechnica Polska. Warsaw, Poland

The leading position of English as an international language is unquestionable. The privileged role of English in Europe has contributed to the so called “Englishization” of higher education. The motives to use English as a lingua franca range from pedagogical through pragmatic to the commercial ones. The adoption of English as a lingua franca in academic settings raises cultural awareness of students and academic staff, enhances the prestige of higher institutions, facilitates success in research and raises the possibilities of employability of graduates. The multilingual and multicultural academic environment in which English is spoken as a lingua franca has broad implications for native and non-native teachers of English.

In my presentation I will discuss the results of the questionnaire distributed among students using English as a lingua franca. The purpose of the questionnaire was to find out students’ attitudes and preferences towards native and non-native teachers of English. Moreover, I will analyse the current controversies regarding the competences of teachers teaching English as a lingua franca in a multilingual environment. The didactic implications for the professional teacher development in lingua franca academic settings will finish my presentation.

Saturday 1 December 9.00-11.00 (Salón Triunfo de Baco)
Discourses of English as a Lingua Franca



English and the discourses of internationalisation in higher education in the Expanding Circle

Enric Llurda, Josep María Cots, Lurdes Armengol and Guzmán Mancho

Universitat de Lleida, Spain

For many European universities, ‘internationalisation’ constitutes one of their main goals, and towards this end they design and implement specific policies involving the three main groups of agents that form part of the academic community: students, academic and administrative staff. From the point of view of language policy, this process of internationalisation in non-English speaking universities tends to be associated with a greater presence of English. However, in bilingual communities such as Catalonia, with Catalan and Spanish as co-official languages, the introduction of English may be the source of ambiguities and tensions which are related to what can be defined as the double role of higher education institutions. On the one hand, universities aim to provide their students with the best skills to allow them to ‘compete’ for work in a global world, and English tends to figure very high in this set of skills. On the other hand, higher education institutions may be seen by society as having the mission to protect and promote the language and culture of its local environment; this is especially relevant in bilingual contexts in which there is a minority language/culture that is perceived as threatened by the dominance of the majority language/culture.

The aim of this paper is to explore the discursive construction of the notion of 'international university' by the members of the academic community in a university in Catalonia, placing special emphasis on the relationship between English, multilingualism and internationalisation. The study is based on both quantitative and qualitative data derived from a survey among students, instructors and administrative staff, as well as focus-groups with representatives of each of the three academic bodies. Specifically, we aim to answer the following questions: (i) What do the members of the academic community consider to be the main features for a university to be defined as international? (ii) What is the role of English in an international university? Preliminary analyses of the data point towards a general agreement that the presence of English at all levels is enough of a requirement for a university to be considered as 'international'.

Saturday 1 December 9.00-11.00 (Salón Triunfo de Baco)
Discourses of English as a Lingua Franca



Teaching advising and requesting in EU fisheries discourse to Naval Engineering Students: An overview.

Silvia Molina
Universidad Politécnica de Madrid, Spain

The aim of this paper is two-fold: to identify and analyze two speech acts in the EU Fisheries Website which belongs to the Directorate-General for Maritime Affairs and Fisheries, namely, advising and requesting from both a quantitative (using the web as a corpus) and qualitative point of view. As noted by Wierzbicka (1987:182), one of the senses of advising (to inform someone about a future state of affairs) is a favored type of speech act in Fisheries Discourse, performed by professional people or people in a position of responsibility who need to communicate information which is beneficial for other parties involved. Highly codified instances of advising are produced by specifying declarative sentences by means of modality markers. The ones used in advising denote that the carrying out of the action would not only be recommendable but also obligatory according to a certain norm. The constructions under scrutiny are the following **Must XVP, Ought To XVP, Have to XVP, Can XVP, Need XVP, Should XVP, XVP Is A Good Idea, XVP Is The Best Option** (Edmonson and House 1981; Biber et al 1998). Requests in this corpus show the following features: the speaker presents a future action; the future action involves a benefit to the speaker or a third party; there is mitigation and the degree of speaker's will is high, supporting the findings of other studies (Pérez, 2001:115-130). EU Fisheries favor the use of indirect requests with verbs such as **Tell XVP, Need XVP**. Results indicate that:

1) A means for specifying the advising value of declaratives are modality markers, in particular the verbs *must* and *ought to*. Telling the addressee that the proposed action is obligatory to a certain extent is an implicit way of reminding him that he is expected to act in compliance with EU norms. The verb *must* conveys information with certainty and authority (Hyland 2000).

2) EU fisheries clearly favor in requests the declarative sentence type, contrary to the findings of other studies. The most recurring parameter of the generic structure instantiated by

declarative constructions is the one making manifest the speaker's need. Realizations of this type also make manifest the EU's desire to get an action performed by the stakeholders involved in maritime affairs.

Finally, the pedagogical implications of teaching these two speech acts to Naval Engineering Students from the Technical University of Madrid are discussed. This pilot study gives some evidence that acquisition of native-like production by ESP speakers may take some time and that formal instruction can be of some benefit in speeding up the process (Olshtain & Cohen, 1989).

Sunday 2 December 12.00-14.00 (Salón Triunfo de Baco)
The Teaching of EAP and Academic Literacies



**The challenge of publishing internationally in a non-Anglophone academic context.
Romania - a case in point.**

Mariana Nicolae and Laura Muresan
University of Bucharest, Romania

The literature investigating the difficulties of non-Anglophone researchers trying to publish in international journals of high impact is relatively well established. However, there is little information about what is happening from this point of view in Romania.

The presentation will address the challenges of the Romanian academic community, focusing especially on economists, to publish internationally. The authors will discuss the tensions that arise between the various stakeholders of the process: the individual researcher, the university as employer and as service provider, and the larger research needs of the Romanian society, that may be viewed as too narrow or sectorial by the targeted international publishers. These tensions take place against a background of continual changes in the Romanian higher education system which makes publishing and career planning very difficult.

Saturday 1 December 9.00-11.00 (Salón Triunfo de Baco)
Discourses of English as a Lingua Franca



Academics' interests vs publishing realities and institutional frameworks

*Laura Muresan, Mirela Bardi and Mariana Nicolae
University of Bucharest, Romania*

The presentation is set against the background of the internationalisation trend in Romanian Higher Education, where English is becoming more and more the preferred lingua franca (ELF). In broad terms, these developments are comparable to those in other academic contexts in non-Anglophone countries (e.g. as illustrated by Airey (2011) for Swedish universities, by Hellekjaer (2009) for ELF at Norwegian universities, by Jensen and Thogersen for the University of Copenhagen (2011), by Pérez-Llantada et al (2010) or Pérez-Llantada (2012) for Spanish academics, to name just a few examples). For the Romanian academic context, however, analysis of the challenges involved and documentation of the effects of transition from L1 to English-medium tuition and research writing are still in the early days. This study is, thus, integrated in our preoccupation for exploring and documenting the processes involved, with a special focus on the Romanian academics as key-actors in this transition. (Bardi, 2012; Muresan, 2010).

The institutional framework referred to is that provided by the University of Economic Studies in Bucharest. The respondents participating in this small-scale research belong to an academic community of graduates and students of an interdisciplinary masters' programme on "Research and Teacher Education for Economics" ("EDU-RES"). The methodological approach opted for is qualitative analysis, comparing academics' self-perceived needs and interests in relation to academic communication in English with their perspective on 'publishing realities'. Data for this empirical study have been obtained through 120 needs analysis interviews, complemented by progress evaluation interviews and surveys based on questionnaires, meant to explore possible changes in the respondents' perceptions of needs and interests, on the one hand, and their attitude vis-a-vis research writing for publication, on the other.

The study has clear limitations, in terms of its scale and its being restricted to mainly one academic community, as well as in terms of the danger of subjectivity in this type of endeavour. Any attempt at generalising the outcomes of the research (even within the Romanian academic environment) has, therefore, to be made with caution, as both realities and the perception of those realities might be different in other domains of specialisation. For our academic community, however, this careful, on-going exploration - building on mutual trust and respect among researchers and respondents - regarding possible inter-dependencies among various factors in relation to ELF and publication realities, has helped us derive insights that can then contribute to refining support mechanisms in the institutional framework, with a view to facilitating the transition process from L1 to ELF in academia.

Saturday 1 December 15.00-17.00 (Salón Triunfo de Baco)
The 'Publish in English or Perish' Dilemma



Spanish authors dealing with hedging or the challenges of scholarly publication in English L2

Sonia Oliver del Olmo
Universidad Autónoma de Barcelona, Spain

The growing and generalised use of English in research publication today has created the need for non-native scholars not only to learn English, but to have a good command of the discourse features of all research genres (Swales 2004:43). This pressure to publish in English has made visible the existence of certain rhetorical and epistemological differences across languages and, in particular, between Spanish medical discourse and that of the Anglophone tradition. As stated by Piqué-Angordans & Posteguillo (2006:383) "*Medical English (ME) is a significant area of research in the wider fields of English for Specific Purposes (ESP) and English for Academic Purposes (EAP)*" and much more attention has understandably been paid to it than to other languages, as is the case of Spanish. Only more recently, due to the increasing interest in the study of rhetorical patterns both interlinguistically and interculturally, can we find some research based on the study of Spanish writing (Connor 1996, Valero-Garcés 1996, Moreno 1997, Burgess 2002, Oliver 2004, Martín-Martín 2005 and Morales et al 2009). Within professional discourses, the appropriate use of *hedging* devices is vital for authors presenting their knowledge in their scientific and academic discourse communities as "*researchers are expected to modulate their assertions with the appropriate degree of commitment in order to make their work acceptable for publication*"(Lafuente Millán 2009:65).

Thereby, in this paper we focus on Spanish and English book reviews (BR) in order to describe and analyse hedging expressions from a cross-linguistic and cross-disciplinary approach. In this sense, we have developed a corpus of 120 BRs in English and Spanish, 60 in the field of Medicine and 60 in Linguistics. The selection of randomized samples of international scholars working in medicine was based on the representativity of such prestigious and highly indexed research journals as, *The New England Journal of Medicine*, *British Medical Journal* (BMJ) and *The Lancet* and in the case of Linguistics the BRs were selected from the rigorous and highly indexed journals: *English for Specific Purposes*, *Discourse Studies* and *Journal of Pragmatics*.

The comprehensive analysis of our corpora suggests that hedging devices are more common in English than in Spanish BRs and that mitigation strategies in Medical discourse may differ from the ones used in the Linguistics field, indicating, then, a cross-linguistic and a cross-disciplinary variation. Therefore, the results of the present research might interest those involved in the writing, editing, translating, teaching and learning of academic and scientific texts.

Saturday 1 December 12.00-14.00 (Salón Triunfo de Baco)
English Language Hegemony vs Minority National Languages



Spanish publications in the world seen through their English abstracts

Carmen Piqué-Noguera
Universitat de València, Spain

Spanish scientists, faced with the ever-present publish-or-perish dilemma, strive towards making their investigation known in the international arena. In turn, Spanish journal editors in the different disciplines try to make their journals look as professional as possible, most of them are peer reviewed and listed in the most important databases, although the problem of language has a lot to do with their dissemination worldwide. Many top Spanish journals in the macro area of business and economics publish their articles in Spanish, although some of them accept articles written in other languages, most particularly in English. This, of course, has to do with the acknowledgement that English is the scientific lingua franca (Maher, 1986; Mauranen et al., 2010; Pérez-Llantada et al., 2011, among others) and the literature is clear in affirming that if Spanish authors pretend that their work have any influence in science, they must publish in English (St. John, 1987). We all know, however, that this is not always possible, although many more Spanish scientists today publish in English (Pérez-Llantada et al., 2011) irrespective of whether their papers are written by themselves or by specialized translators. However, figures show that they have not been quite as successful as they desire.

Through the selection of several English abstracts from a Spanish top journal on finance and accounting, I intend to show that their impact is not totally based on whether a paper has been written in English, but also on how well structured and informative its abstract is. The *Revista Española de Financiación y Contabilidad* is ranked eighth among 136 journals in the IN-RECS, with a 2010 impact factor of 0.359. The inclusion of this journal's 105 abstracts, representing all the papers published in Spanish (n=84) and in English (n=21) from 2007 to 2011 in the major business and economics databases, should have some repercussion in the foreign literature. However, as IN-RECS shows, this journal's 2010 production has received only 5 international citations.

Thus, the purpose of this research is to analyze this corpus of English abstracts from the point of view of structure and content, based on the information provided in the literature, with special reference to their persuasive discourse. While the abstract is considered, together with the title and keywords, the first point of contact with the researcher, the expected results will show a rather irregular rendering of the information and, in general, a defective composition of the abstracts; consequently, a poor dissemination of their contribution to their field worldwide.

Saturday 1 December 12.00-14.00 (Salón Triunfo de Baco)
English Language Hegemony vs Minority National Languages



Cross-cultural variation in the use of some text-organizing devices in research articles

Renata Povolná
Masaryk University, Brno, Czech Republic

Even though English performs the role of a lingua franca of international academic communication, many studies on written discourse used in academic settings show cross-cultural variation (Ventola and Mauranen 1991, Čmejrková and Daneš 1997, Duszak 1997, Chamonikolasová 2005, Stašková 2005, Mur-Dueñas 2008). This variation in the global lingua franca of academia, which concerns all text characteristics including form and content, results mainly from the influence of L1 writing habits and culture- and language-specific conventions which authors working in different fields of research transfer from their mother tongue to their texts written in English.

Anglo-American academic texts tend to be more dialogic and interactive, thus providing more space for negotiation of meaning between the author and the reader(s) (Clyne 1987). The fact that these texts are considered more reader-oriented stems from an overall linear organization of discourse through explicit signposting that includes text organizers such as discourse markers (DMs). These characteristics are in contrast to rather monologic, less interactive texts, which include numerous digressions and provide readers with knowledge and theory rather than space for negotiation. Such writer-oriented texts are usually connected with Teutonic intellectual traditions attributed to academic texts written in some Central European languages such as Czech, Slovak and German (Galtung 1985). These academic backgrounds and intellectual traditions prefer a more impersonal style of writing with fewer reader-friendly devices such as text organizers and fewer explicit clues concerning content. Instead, a considerable amount of intellectual effort and an ability to process rather demanding texts filled with knowledge and theory are required of the reader(s).

The study investigates research articles taken from two linguistic journals with the aim of discovering whether there is cross-cultural variation in the use of certain text-organizing devices, mostly labelled DMs in the literature (Schiffrin 1987, Fraser 1999, Biber et al. 1999). The comparative analysis is based on two corpora, one representing Anglo-American academic texts written by native speakers of English and the other representing Central European academic texts produced by non-native expert writers.

Conceived as explicit signals of semantic relations between segments of discourse (Fraser 1999) and thus contributing to both cohesion and coherence, DMs are expected to be relatively frequent in academic written discourse, in which convincing argumentation and presentation of the author's standpoints is of great importance. The aim is to discover which semantic relations (e.g. apposition, result, contrast, concession) tend to be expressed overtly by DMs, since they are mostly used intentionally by writers as guiding signals to help the prospective readers arrive at an interpretation coherent with the author's communicative intentions and to enable negotiation of meaning between the discourse participants.

Sunday 2 December 9.00-11.00 (Salón Triunfo de Baco)
Academic English: Comparison across Areas of the World



English in the academy: Monolingual ethos/ Multilingual population

*Siân Preece,
University of London, UK*

As universities have responded to operating in a globalised world, there have been significant rises in the number of students who are multilingual and/ or bi-dialectal users of English studying in universities in the English dominant EU member states. In this paper I set out to problematize the monolingual ethos of many of these institutions in which multilingual capital is largely ignored and the linguistic repertoires of multilingual and/ or bi-dialectal users of English are treated as problematic. Drawing on data from research with linguistic minority students on an academic writing programme in a university in London (Preece, 2009; 2010; 2011), I examine the positions that the students adopted in relation to the Englishes in their lives and the ways in which their affiliation to different varieties of English positioned them in the institution. I argue that universities need to be imagined as multilingual spaces in which *Englishes* (rather than *English*) are viewed as part of a diverse institutional linguistic ecology and in which the diverse and rich linguistic resources of the student population are treated as a resource. This in the interests of maintaining discourses that represent higher education as in the public good, in which universities have a vital role to play in contributing to the development of pluralistic, multicultural and multilingual societies, at national, European and global levels.

Saturday 1 December 9.00-11.00 (Salón Triunfo de Baco)
Discourses of English as a Lingua Franca



Comparative and superlative constructions from a multimodal approach.

*Miguel F. Ruiz-Garrido and Juan C. Palmer-Silveira
Universitat Jaume I, Castelló, Spain*

Adjectives and adverbs usage has been widely researched in the English language literature, as they are quite frequent in all registers: adjectives seem to be more common in academic prose and adverbs are more frequent in conversation, for example (Biber et al., 1999). However, to our knowledge not much has been done about their usage in an academic spoken genre like conference presentations. When this genre has been analyzed, research has focused on transcribed written texts and similarly happens to the studies about adjectives and adverbs. Despite that, a few quite recent studies have gone beyond the words (Hood and Forey, 2005; Räisänen and Fortanet, 2006; Querol Julián, 2011; Querol-Julián and Fortanet-Gómez, 2012), analyzing the co-expression of attitudinal language and gesture, the kinesics accompanying language, and the inter-relation between linguistic and non-linguistic features, respectively.

In this paper we want to follow this multimodal approach. We will analyze two corpora of conference papers delivered in Spain, one from chemistry and one from linguistics. We will compare the frequency of comparative and superlative forms of adjectives and adverbs between two different fields of academic research and scholarship, the so-called hard science vs. soft science, to check if there are differences because of their source. Then, we will analyze the most frequent forms from a multimodal point of view so that we can check other kinetic

and paralinguistic elements that speakers may add to their speech when using those constructions, especially the expected stress for emphasis they may show in speech, and why speakers may use those forms. The results will shed some light for teaching purposes in the use of adjectives and adverbs in delivering academic presentations.

Saturday 1 December 18.00-20.00 (Salón Triunfo de Baco)
Academic ELF: A Linguistic Perspective



**Diglossia and the lexicon of science:
English terminologies in Italian web-mediated communication**

Francesca Santulli
Università IULM – Milano, Italy

The spreading of English as language of academic and scientific communication in a globalized world has gradually pushed other national languages in a marginal position, generating a situation of diglossia: as English is the international language of science, scientists are encouraged to discuss scientific topics in English, which is adopted by the most qualified journals and publishers. As a consequence, very rarely are the other national languages (including those having a long tradition in the scientific sector) used for specialized scientific communication, and therefore they do not evolve in this area.

This happens at all levels of textual and linguistic description: genres develop within the English-speaking community; in the English language, rhetoric strategies, the structures of syntax as well as the lexicon expand and adapt themselves to the changing needs of communication. The other languages, if necessary, import these new features, using different techniques and with different degrees of re-elaboration.

Against this background, the presentation focuses on the expansion of specialized lexicon in Italian, a language which in some scientific areas (as for example the bio-medical disciplines, economics, or ICT) is no longer used at a high level of specialization. However, while English is adopted for specialized communication, at lower levels Italian does occur, as it is the language of instruction (at least in the earlier stages) and of popularization. Some topics, and above all those concerning health, are very interesting also for the layman, and this leads to a large production of texts, aiming to inform and comment on new discoveries, mainly accessible through the Internet.

The presentation will examine on-line versions of some popular health magazines (which usually include a forum or expert-coordinated blog) in order to classify new terms, borrowed or developed parallel to their English counterparts. The discussion will also focus on the strategies adopted to introduce them to the lay public, making them part of the popularization discourse.

Saturday 1 December 18.00-20.00 (Salón Triunfo de Baco)
Academic ELF: A Linguistic Perspective



Authorial self-reference in academic writing textbooks

Mateusz Sarnecki
University of Warsaw, Poland

The traditional view on authorial presence in academic books, papers, and similar writings is that it should be kept to a minimum. In this approach, the author is supposed to remain “invisible”. This goal can be achieved – among other means – by avoiding the use of personal pronouns to refer to the author himself or herself.

However, a number of studies, discussed in e.g. Swales 1990 and Hyland 1994, have demonstrated that increasingly, instead of this self-effacement, authors opt for greater self-reference. (This trend, however, might not affect all academic genres in the same degree, as Poudat and Loiseau's (2005) study of papers written in French suggests.) Considering these current stylistic practices, it would be interesting to examine if, and how, they are reflected in textbooks on general academic writing. The aim of this paper is to report on a study of selected textbooks and their advice on authorial self-reference. The books covered include e.g. Bailey 2001, Craswell 2004, and Murray and More 2006.

The proposed paper might be useful insofar as it evaluates the degree to which EAP textbooks are synchronized with research on current writing practices. The examination is similar in its methodology premise to Hyland's (1994) study on the coverage of hedging phrases offered by academic writing textbooks.

Sunday 2 December 12.00-14.00 (Salón Triunfo de Baco)
The Teaching of EAP and Academic Literacies



English as a lingua franca in linguistics? A case study of German linguists' language use in publications

Jennifer Schluer,
University of Kassel, Germany

This paper presents the results of an empirical study on German linguists' language use in academic publications as part of an ongoing research project investigating the role of English as a lingua franca in research communication among linguists in Europe. Linguistics was chosen as the object of investigation because it is commonly considered one of those disciplines representing a ‘niche’ of other languages – besides English – still being used to communicate research results. This is probably due to the fact that the linguists' object of research, i.e. languages as for instance German, Russian, Spanish or French, can simultaneously function as a medium of research communication. Yet, with the continuous advancement of English in academia, the prevalence of English is likely to increase even in these inherently plurilingual disciplines. In order to complement previous studies on the dominance of English across a wide range of disciplines and cultures, the present study seeks to gain an in-depth view into one particular discipline by exploring the perspectives of the individual scholars functioning as agents in the academic arena. For this purpose, interviews with scholars working in the fields of English, German or Romance languages at a German university were conducted and analyzed qualitatively. Each interview centered on three main themes: (1) the linguists' actual use of languages in publications and the reasons for their choice of a particular publication

language; (2) opportunities and challenges as well as their strategies with respect to writing up research in English; (3) attitudes towards the present role and status of English and prognoses for the future of English and other languages in academic publishing.

It was found that (1) the use of languages and thus also the prevalence of English varies according to the linguists' area and language of specialization, with English being clearly more dominant in English linguistics than in German, Spanish or French linguistics (in descending order). Still, a trend towards publishing in English is observable in each subdiscipline, though to a lesser degree in the fields of applied linguistics or language didactics. (2) Potential problems the non-native writers might face and their strategies to overcome these revolved around language- and culture-related barriers to publication and revealed a clear need for assistance. Therefore, implications for the teaching of English for academic purposes are discussed, especially since (3) the use and significance of English is predicted to increase in the future. Still, though, the linguists stressed the importance of other languages in research communication in addition to English as the nowadays common lingua franca of all linguists, helping foster communication across disciplinary and national boundaries.

Saturday 1 December 12.00-14.00 (Salón Triunfo de Baco)
English Language Hegemony vs Minority National Languages



A cross-cultural and cross-linguistic perspective of Spanish academics and professionals' discourse practices

Ignacio Vázquez (Coord.)

InterLAE research group. Universidad de Zaragoza, Spain

In this presentation, the members of the InterLAE research group will report and discuss issues of English as an international lingua franca in academic and professional communication. We intend to assess the impact of the English language in research dissemination and publication across a wide range of disciplines and academic genres along with its use in different discourses of professional communication. Discussion will draw upon the fact that there is an awareness of English as an international lingua franca in academic and professional communication, rather than as a language exclusively belonging to its native speakers in the 'core' cultures.

Using corpus linguistics methods, we report on a crosscultural and crosslinguistic comparison of Spanish academics writing in English as an L2 with academics writing in English as an L1 and with academics writing in Spanish as an L1. Results indicate that non-Anglophone researchers appropriate the Anglophone conventions when writing in English yet retain some features of their L1 academic language, eventually rendering a hybrid discourse. We discuss the possible effects of this 'hybrid' variety of academic English and its possible effects in the research publication process. Using ethnomethodological methods, we will also report on Spanish academics' attitudes towards the English language to demonstrate that the spread of English poses considerable challenges (in terms of threats and opportunities) to non-Anglophone academics who need to publish in international English-medium journals.

Their actual publication practices also indicate the steady displacement of the national language arising from the spread of English in academic and professional settings.

We will also discuss the status of ELF in the construction and transmission of specialised knowledge as part of the discursive practices of a number of professions. We will address the phenomena of intertextuality and interdiscursivity in different professional publications through the analysis of the linguistic, discursive and rhetorical strategies used to build up their professional culture. We hope to provide insights into the strengths, weaknesses, opportunities and threats involved in the use of ELF within the national field, and contrast it with the dynamic of ELF within the international field. We will also offer practical guidelines to professionals and linguistic mediators themselves, and advice regarding the most suitable linguistic policies and pedagogical guidelines in order to resolve current problems and dilemmas in intercultural communication within specialised fields.

Sunday 2 December 9.00-11.00 (Salón Triunfo de Baco)
Academic English: Comparison across Areas of the World



Establishing a unified definition of academic literacy and a method for measuring academic readiness

Sherry Warren
University of South Carolina, US

The spread of English as a research language has resulted in substantial research into the skills relevant for academic study in English through the development of the IELTS and TOEFL tests. University governed Intensive English Programs (IEPs) in the United States typically use other less expensive instruments for assessing language competence relevant to academic readiness, particularly for the productive skills, writing and speaking.

This presentation details a model of academic literacy that unites frameworks for writing development in first and second language writing contexts with respect to academic writing expectations in US universities. This model was developed with a view to elaborating clear expectations for communicative competence in terms of student readiness for writing tasks in university settings. Three sets of criteria for academic readiness are consulted to render this model concrete and apply it to the construction of a test of academic readiness: the newly developed Common Core English Language Arts learning objectives used in K-12 education in US schools, learning objectives for required English courses in US universities, and research into communicative competence conducted through the development of the IELTS and TOEFL tests.

The validated rating scale and associated test of academic readiness, which are based on this developed criteria for academic readiness, will be shared. This instrument is unique in that it makes academic writing expectations explicit for the university bound English learner. The rating scale is now used in a large southeastern flagship university governed IEP; its use has begun to spread because of the positive washback observed.

Sunday 2 December 12.00-14.00 (Salón Triunfo de Baco)
The Teaching of EAP and Academic Literacies



Learning from student texts – a genre-based approach to teaching academic writing in the mainstream

*Ursula Wingate,
King's College London, UK*

There is an increasing need in English universities to provide discipline-specific literacy support to the increasing number of international students who struggle with the demands of Anglophone academic language, and students who come from diverse educational backgrounds which gave them little preparation for reading and writing in their chosen academic discipline. In this paper, I will first discuss the need to draw on different theoretical and practical models in order to create an inclusive writing pedagogy that is suitable for students from all backgrounds. I will then propose a collaborative, genre-based approach in which writing specialists and subject experts collaborate in the systematic analysis of texts produced by students in the relevant academic discipline which are then prepared for the development of teaching/learning materials. The use of student texts is based on findings from previous research which revealed that students perceive them more accessible than expert exemplar texts (Wingate, 2012). The materials help students to identify, understand and control the features of the genres they are required to write in their discipline. The teaching methodology follows genre-based literacy pedagogy (Martin, 1999), using the cycle of text deconstruction, joint construction and independent construction. After introductory classroom sessions, the materials can be used independently by students. I will give examples of the method we used for text analysis, of the materials we developed for three disciplines (Pharmacy, Management, Applied Linguistics) and their application in these disciplines. The evaluation showed that the students perceived the materials as very useful and appreciated in particular their specificity to their needs.

This approach can easily be adapted to other disciplines, and provides a needs-oriented and inclusive method for teaching academic writing in mainstream higher education. When combined with methods that focus more on the needs of the individual student, it offers an effective alternative to the current, predominantly generic support provision at UK universities.

Sunday 2 December 12.00-14.00 (Salón Triunfo de Baco)
The Teaching of EAP and Academic Literacies

