Joint AELFE/LSP Symposium 2014

12-13 June 2014

Thursday, June 12, 2014
9:30	**Opening**
10:00	**Plenary Speaker** **Anna Mauranen, Helsinki University** *Metadiscourse in research blogs*
11:00	**Coffee**
11:30	**Carmen Sancho Guinda**, **Polytechnic University at Madrid** *Visual Gatekeeping? Challenges posed by academic graphical abstracts*
12:00	**Laura Muresan, Mariana Nicolae, Bucharest University of Economic Studies** *Academic interactions through supporting 'e-genres' – where does the quality dimension fit in?*
12:30	**LUNCH**
14:00	**Plenary Speaker** **Ken Hyland, University of Hong Kong** *"This is a very sweeping claim": purposes, problems and practices of academic peer review*
15:00	**D.S. Giannoni, University of Bergamo** *'One of the UK's top universities': Self-reported value claims in academic About Us webpages*
15:30	**Coffee**
16:00	**Jorge Arús, Cristina Calle, Izaskun Elorza, María Jordano, Pilar Rodríguez, Complutense University of Madrid** *Evaluating ESP mobile applications from the user's perspective*
16:30	**Elena Bárcena, UNED; Jorge Arús, Complutense University of Madrid** *Open practices for intercultural business communication training: the case of UNED's Professional English MOOC*
17:00	**Izaskun Elorza and Eduardo González-Gonzalo, University of Salamanca** *Learning to use information sources in academic writing in English by Spanish university students: Are digital sources a help or a hindrance?*
17:30	**Reception in Room E890, Department of English**

Friday, June 13, 2014	
9:00	**Plenary Speaker** **Carmen Pérez-Llantada, University of Zaragoza** *Research genres and the growth of techno-dependency: intersections and implications*
10:00	**Coffee**
10:30	**Raffaella Negretti, Miguel Garcia Yeste, Beyza Björkman, Spela Mezek, Centre for Academic English - Stockholm University** *Something old, something new, and something borrowed: how have digital technologies impacted academic professional knowledge construction practices?*
11:00	**Alejandro Curado Fuentes, University of Extremadura** **Guadalupe Aguado de Cea, Polytechnic University at Madrid** *Digital discourse and LSP research: The Spanish and French cases*
11:30	**Lisa McGrath, Centre for Academic English - Stockholm University** *Open-access writing: an investigation into the online co-authorship of a research article*
12:00	**LUNCH**
13:30	**Speed talks for posters (5 min each)**
14:30	**Coffee and Poster Exhibition**
15:00	**Plenary Speaker** **Gibson Ferguson, University of Sheffield** *On linguistic justice in a digital age: the case of English in academia*
15:45	**Round Table Discussion with Plenary Speakers** *Academic communication in a digital age* **Moderator: Maria Kuteeva**
16:30	**Conference closing and AELFE General Assembly**
19:00	**Reception and Dinner at restaurant Stora Skuggan**

Saturday, June 14, 2014	
9:30-12:00	**Reserved for project meetings** **Department of English, House E, floor 8**
12:00	**Walk and Lunch at the Botanical Gardens**

Academic communication in a digital age

12-14 June 2014, Stockholm University

Plenary abstracts and speakers' bionotes

Anna Mauranen, Helsinki University

Metadiscourse in research blogs

Metadiscourse is a well-researched area of written discourse, especially academic texts. Metadiscourse, or discourse reflexivity, is the capacity of language to talk about itself, generally seen as crucial to communicative success. Most conceptualisations of metadiscourse take it to be a kind of interaction between the writer and the reader, or, a writer and an imagined readership. In view of this, it is perhaps somewhat surprising that the vast majority of the research has been carried out on written monologue. The few exceptions suggest that monologic and dialogic metadiscourse show important differences (Mauranen 2010, 2012; Smart 2013). This paper will tackle the use of polylogic metadiscourse, looking into examples from research blogs and their comment threads. Blog discourse can be seen as a hybrid between spoken and written registers (e.g. Grieve et al. 2011). It is assumed that the uses of discourse reflexivity in digital polylogue display characteristics of spoken interaction similar to those in Mauranen (2010) and digital polylogues in message board discussions as in Smart (2013), while also showing some resemblance to academic written genres.

Anna Mauranen is Professor of English at the University of Helsinki. In 2014 she has been appointed the university Pro-Vice-Chancellor. Her current research and publications focus on English as a lingua franca, corpus linguistics, and modelling spoken language. She has also published widely on translation, contrastive rhetoric, and academic discourses. She is the leader of a corpus-based research project on spoken and written academic English as a lingua franca (the ELFA project), and a research consortium with two other Finnish universities on Changing English (ChangE). She is Editor of the *Journal of English as a Lingua Franca (JELF).* Her major publications include: *Exploring ELF: Academic English shaped by non-native speakers* (CUP, 2012), *English as a Lingua Franca - Studies and Findings* (ed. with Ranta 2009); *Linear Unit Grammar* (with Sinclair 2006), *Translation Universals - Do They Exist* (ed. with Kujamäki 2004), *Cultural Differences in Academic Rhetoric* (1993).

Further information and CV available at

http://www.helsinki.fi/administration/vice-rectors/mauranen/

Ken Hyland, University of Hong Kong

"This is a very sweeping claim": purposes, problems and practices of academic peer review

A key aspect of the publication process is the management of quality control through peer review, which controls what gets published in the most prestigious journals. Responsibility for the standards of published academic papers has traditionally been a collective and broadly democratic one, with the right of disciplinary colleagues to criticise each other being a core ideology of academic publishing. Yet despite the public's conception of peer review as the stamp of good science, academics generally understand it provides only a minimal assurance of quality. This presentation examines this key process of knowledge negotiation and accreditation, and the complex interactions between authors, editors and reviewers it often involves. I will briefly discuss the rationale, problems and alternatives to peer review then describe some common features of the genre based on150 peer reviews from ten leading journals in applied linguistics, together with correspondence between editors and authors negotiating acceptance. It is hoped that opening up this somewhat occluded process will benefit novice scholars seeking to publish their research.

Ken Hyland is Chair Professor of Applied Linguistics and Director of the Centre for Applied English Studies at the University of Hong Kong. He is a well-known researcher in the field of academic discourse, writing and language education, and has published over 20 books, including *Disciplinary Identities* (CUP, 2012), *Teaching and Researching Writing* (Longman, 2002), and *Disciplinary Discourses* (Longman, 2000) among others. After graduating with a degree in Sociology from the University of Warwick, Ken went overseas to teach English. First as a volunteer in the Sudan, and then in Saudi Arabia, Malaysia, Papua New Guinea, New Zealand and Hong Kong. Along the way he got an MA from the University of Birmingham and a PhD from the University of Queensland. After 26 years travelling the world, he was offered a professorship at the University of London, returning to Hong Kong in 2009 to head the Centre for Applied English Studies. He was the founding co-editor of *the Journal of English for Academic Purposes* and is now co-editor of *Applied Linguistics*.

Further information and CV available at

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Gibson Ferguson, University of Sheffield

On linguistic justice in a digital age: the case of English in academia

The use of English as a lingua franca in Europe and elsewhere has been extensively debated with attention drawn to its advantages as well as to the risks and disbenefits. Less common - at least in the field of applied linguistics – but growing in scale, is normative discussion of issues of linguistic justice as they arise in connection with the spread of English, both in general and more specifically in academia. It is this that is the main focus of the present paper, at the core of which lies a critical review of the work of the political theorist, Van Parijs, who argues on the one hand that the emergence of English as a common lingua franca in Europe is to be welcomed and accelerated and on the other that the widespread use of English in so many domains gives rise to various kinds of linguistic injustice that require redress. One of these consists in the free-riding of Anglophones, who enjoy a public good, English, towards whose production they contribute little. This paper does not dispute the logic of Van Parijs's argumentation but does question, from a linguistic perspective, his empirical assumptions regarding language use and acquisition, some of the complexities of which Van Parijs arguably overlooks. The paper also considers to what extent, if any, the advent of the so-called 'digital age' changes the arguments around linguistic justice in the academic field. It concludes with a brief critical review of some of the measures proposed to mitigate linguistic injustice in academia, with due attention paid to ELF as well as to non-linguistic kinds of injustice.

Gibson Ferguson is Reader in Applied Linguistics at the University of Sheffield and founder and former director of the MA program in Applied Linguistics. He was formerly a student and then lecturer in Applied Linguistics at the University of Edinburgh, where he completed a PhD in the field of language policy. In his early career he taught English language and English literature in Malawi and Zambia. He has delivered seminars and guest lectures and conducted consultancies in a wide range of countries including Spain, China, Poland, Bulgaria, Hungary, Sweden, Cuba, West Bank and Gaza,and Mozambique. Apart from a monograph *Language Planning and Education* published with Edinburgh University Press (2006), he has edited a number of other volumes and authored peer-reviewed journal articles on diverse topics spanning the fields of ESP, global English, language policy, urban multilingualism, language teaching and teacher education

Further information and CV available at

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Carmen Pérez-Llantada, University of Zaragoza

Research genres and the growth of techno-dependency: intersections and implications

Using the theoretical frameworks of genre analysis and socio-rhetorical studies (Bazerman 1994; Bhatia 2004; Miller 1984; Swales 2004), I seek to invite reflection on some of the current debates surrounding the intersection of genres and the growth of techno-dependency in the processes of research exchange and dissemination. To do so, I will first look at the way technologies are shifting the social dynamics of academic and research 'communities of practice' (Lave and Wenger 1991). In view of this new dynamics, I will map systems of genres for the 'enactment of social intentions' (Bazerman 1994, p. 79) and delimit sites of competing genres in networked communities. I will also examine how, cutting across genres, the increased interconnectedness of academic and research communities has brought about several language and non-language related debates. It is also my aim to analyze a repertoire of genre types that have emerged as a result of integration of genres in an electronic environment. Drawing on the claim that the visuality of computers interface is "key to understanding the relationships between technology, genre, and practical development" (Müller 2011, p. 186), I will illustrate the rhetorical sophistication of these new genres and discuss strategies of genre stability and change as well as the challenges that these strategies pose for author agency and reader response. I will finally discuss implications and provide some suggestions for the EAP research agenda.

Carmen Pérez-Llantada is Professor of English Linguistics at the University of Zaragoza (Spain), where she teaches academic writing to postgraduates (both MA and PhD students). Under the projects 'English as a Lingua Franca in Specialized Discourses' (FFI2012-37346, granted by the Spanish Ministry of Economy and Competitiveness) and 'English in Europe: Opportunity or Threat' (funded by the Leverhulme Trust, UK, http://www.englishineurope.postgrad.shef.ac.uk/), her current research interests lie in the relationship between genre typologies and intercultural communication across academic and professional communities of practice within the context of globalization. She is the author of *Scientific Discourse and the Rhetoric of Globalization. The Impact of Culture and Language*, London/New York: Continuum, 2012), which received the National Research Award by the Spanish Society for Anglo-American Studies. Her most recent work has been published in the *European Journal for English Studies*, *English for Specific Purposes* and *Journal of English for Academic Purposes*. She is also the national coordinator of several projects on quality assurance in language education ("Improving Standards of Quality in Adult Language Education" LLP-2011-GRU-LP-20 and "Quality Assessment Training (QATrain)" LLP-2013-1-BG1-GRU06-00108), both of them funded by European Commission, EU Lifelong Learning Programme – GRUNDTVIG.

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Paper Abstracts

Thursday, 12 June

Visual Gatekeeping? Challenges posed by academic graphical abstracts

Carmen Sancho Guinda
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Graphical abstracts have been proliferating across disciplines since 2011, when Elsevier announced their inclusion in its academic journals to complement the online dissemination of traditional verbal abstracts, especially in the hard sciences. Until then, the use of visuals within research had been virtually confined to the expression of results through tables and figures, some sporadic flow chart in the methods section of articles, and the diagrammatic representation of inventions in patents, which have recently gained considerable ground as academic genres in biomedical and polytechnic contexts. In this paper I trace the impact of graphical abstracts in five communities of practice (chemists, physicists, engineers, mathematicians and engineering students) coexisting in the same technical environment (the School of Aeronautical and Aerospace Engineering at the Polytechnic University of Madrid, Spain) and study their reactions to this still-emerging genre. To that end I conduct discourse-based and multimodal analyses, interviewing informants and administering questionnaires that probe into their practices and interpretative abilities, as well as examining current samples from specialized journals in their respective fields. My claim is that graphical abstracts pose five major challenges (i.e. subjectivity, incompleteness, ambiguity, dependence, and occasionally trivialization) that should be mitigated by means of a stricter *'visual gatekeeping'* with more precise guidelines based on an interdisciplinary *'graphicacy'*. This concept would not only entail common conventions regarding graphic syntax but also differences in the rhetoric of disciplinary and national cultures.

Academic interactions through supporting 'e-genres' – where does the quality dimension fit in?

Laura-Mihaela Muresan & Mariana Nicolae
The Bucharest University of Economic Studies

The growing complexity of multimodal academic communication presupposes the academics' / researchers' mastering a whole range of competences to be flexibly deployed in new environments, with still evolving communication practices. Knowing that familiarisation with the subtleties of the Research Article genre has been accompanied by various degrees of difficulty for non-Anglophone authors, as amply researched and exemplified in ELF and EAP-related literature, in this study we will explore aspects related to the researchers' having to become 'proficient' (overnight) in 'genre-chains' (Bhatia 2004), in a mix of areas.
The main aims, therefore, include:

- identifying some of the key-features of 'supporting' academic (sub)genres (Swales and Feak 2009) in a digital environment

- exploring to what extent Quality Assurance criteria could be transferred from one context to another, in order to enhance the quality of both academic communication processes and knowledge dissemination outcomes.

The analysis of generic features will be contextualised in an international academic e-moderation framework, and will be based on the investigation of a corpus of approximately 50,000 words, with a focus on e.g. aspects related to interlocutor awareness, time and context sensitivity, content-related negotiation, etc. This discussion will allow us to look also into the new roles that LSP/EAP-professionals could take on to facilitate researcher development, esp. in the case of non-Anglophone, off-network researchers (with exemplifications from the Romanian academic environment). For exploring the relevance and transferability of the quality assurance (QA) principles developed for face-to-face communication and language education to the new communication environments, we will take a comparative look at the QA frameworks developed by EAQUALS (www.eaquals.org), or through European projects (e.g. "Improving Standards of Quality in Adult Language Education", "Quality Assessment Training"). This set of data will be complemented with insights derived from interviews with leading experts involved in the design of QA systems, so as to substantiate the analysis and interpretation of documents.

'One of the UK's top universities': Self-reported value claims in academic About Us webpages

D.S. Giannoni
University of Bergamo

To attract students and secure adequate resources, British universities compete with each other both at home and abroad, to the extent that "[higher education in] the UK, or at least England, now comes closer to the market model than any other comparable system" (Brown 2013: 433). Their websites are therefore particularly rich in optimistic claims about the university's corporate identity, i.e. "the values, beliefs, roles and behaviour of its members as well as [...] the shared symbols and other artefacts that they create" (Cornelissen et al. 2007: S7). In recent years, investigations of academic discourse have targeted such promotional material as mission statements (Morphew & Hartley 2006), prospectuses (Askehave 2007) and faculty webpages (Hyland 2011). Little attention, however, has been given to the type of online genre most associated with identity construction: the 'About Us' webpage. As noted by Hyland (2012: 314), self-definition "is perhaps the most significant way of constructing an online identity". Drawing on the scant literature on About Us pages in corporate communication (Pollach 2005; Breeze 2013), this paper investigates a corpus of such texts taken from the websites of UK universities listed in the 2014 Guardian League Table. Using a procedure first applied to research articles (Giannoni 2010, 2011), based on concordance data, keyword analysis and manual investigation, it highlights the evaluative parameters (i.e. values) contained in the portrayal of British higher education, its role and achievements. The results suggest that, like mission statements, About Us pages tend to converge on a limited repertoire of realisations, in which vague lexis "constructs non-auditable goals" (Morrish & Sauntson 2013: 79).

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Evaluating ESP mobile applications from the user's perspective

Jorge Arús and Cristina Calle
Complutense University of Madrid

Izaskun Elorza
University of Salamanca

María Jordano and Pilar Rodríguez
National University of Distance Education

In this paper we report on work carried out by the ATLAS research group within the research project, SO-CALL-ME (*Social Ontology-based Cognitively Augmented Language learning Mobile Environment* [FFI 2011-29829]), funded by the Spanish Ministry of Education. Today's professionals need to use a variety of languages, notably English, in a number of situations related to their area of trade or expertise. In our project we have identified the necessities of these language users and set out to create EFL mobile applications that may help them negotiate specific situations which they are likely to encounter when they travel to, or simply deal with, English-speaking counterparts. The first step was to analyze some of the existing language teaching apps in the market so as to identify their strengths and weaknesses, both from a pedagogic and a technical point of view, and thus gear our efforts towards the development of effective applications. To this end, two assessment rubrics were created, one more general, the other more language-teaching specific, which allow objective evaluation. In this paper we show those rubrics and briefly report on results obtained. The analysis of

educational apps, as of any educational material, is not complete, however, if the opinion of their users is not taken into account. Since the rubrics previously employed are specifically geared to linguists and researchers, the next step was to make an adaptation and simplification of those rubrics to carry out surveys among EFL-app users. We present this new template here, and compare the evaluations made by researchers with the original rubrics and those made by users of educational apps. Large-scale experiments are currently underway and quantitative results are not yet available. We will focus here on a small-scale, qualitative analysis of a single app, *Duolingo*, by two researchers and two students, so as to obtain a first impression of how assessment rubrics can be extended to obtain objective results from students. This should allow exponentially increasing the source of information for educational-app evaluation, as the app-user population is much larger than that of researchers.

Open practices for intercultural business communication training: the case of UNED's Professional English MOOC   *(ICT PANEL)*

Elena Bárcena
National University of Distance Education

Jorge Arús
Complutense University of Madrid

This paper considers the potential of MOOCs to provide effective intercultural language training. As such, it presents the case of Spain's first LMOOC, which deals with business English from an intercultural perspective. It is well into its second edition now, and constitutes an example of what is methodologically and technologically feasible in a course that had over 40,000 students in its first edition and received a very positive evaluation on the part of the students at the end. MOOCs have been argued to be one of the latest developments in distance education, which basically attempt to provide unlimited participation and open access to learning resources and training via the web, despite the fact that every letter in the acronym appears to be negotiable (Wiley, 2012). Although LMOOCs have not existed for long, there has been considerable interest shown in the field (Read et al., 2010; Romeo, 2012; Beaven et al., 2013; Martín-Monje & Bárcena, forthcoming; Read, forthcoming), enhanced by the perspectives of the democratization of higher and lifelong education, the obvious didactic challenge involved in an online scenario with an unbalanced student-teacher ratio of no precedents, and also the sheer success of the early experiences. The objective of UNED's Professional English MOOC was to provide business English communication training from an intercultural perspective. To this end, the teaching team designed and developed audiovisual and textual materials organized in largely independent modules, with flexible levels of theoretical explanations-cum-closed activities and didactic scaffolding to fit the highly heterogeneous student group. Sociolinguistic competence (Council of Europe, 2001) was also addressed by making the most of the international student community for group collaboration and peer-to-peer review. The former consisted of periodic proposals on intercultural discussion topics posted in the course forum, which motivated students to undertake metacognitive reflection and practise open writing. The latter involved an oral task, which also focused on intercultural aspects related to the topics covered in the corresponding module. Students had to record their oral production in video format and upload it to the MOOC platform. The recording would be automatically sent to three other students to act as evaluators, who had to rate and provide feedback on it, following the guidelines provided in

the MOOC. This paper analyses the results of such an academic experience and proposes some directions for future research.

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Learning to use information sources in academic writing in English by Spanish university students: Are digital sources a help or a hindrance?

Izaskun Elorza and Eduardo González-Gonzalo
University of Salamanca

This paper presents the results of a study carried out on the sources used by EAP Spanish students of the English Studies degree to produce an academic paper. The twofold aim of this study is to reveal the potential difficulties of novice critical writers when facing the need to search specialised sources of information and also to discuss to what extent the use of digital sources is a help or rather a hindrance at this stage of EAP learning.

Our rationale is that the development of critical thinking is one of the key skills demanded at tertiary education. At this stage, students are expected to develop competences and skills which will allow them to evaluate information critically in order to construct and defend their own claims and arguments, and which are expected to eventually become part of their professional skills when finishing their degrees. This is especially crucial for those who will pursue an academic career as postgraduate and doctoral students and which, therefore, will be subject to strict scrutiny by the academia when publishing the results of their research. In the case of Spanish students, as well as of other non-native speakers of English (NNS), an added difficulty is the need to produce their research outcomes in a different language from their native tongue. Apart from the questions related to the communicative competence in English which NNS require for writing successfully in Academic English, this added difficulty is only one of the aspects involved when engaging in the critical reading of forms of knowledge and textual types which are not familiar to students, and which include a tendency by NNS to overuse naïve quotation without interpretation and to introduce interpretation crudely

(Thompson and Ye 1991) or, in the case of Spaniards in particular, cultural differences related to a lack of critical attitude or of clear positioning towards their own and others' previous work (Moreno et al. 2012), which would transfer to the rhetorical strategies used in their papers in English too (Moreno 2010). This would result in practical problems to construct the evaluation of the research context and the discussion parts of their papers successfully, for which the use and support of the sources of reference plays a crucial role.

Bearing this in mind, the sources used in an academic paper by EAP Spanish students have been analysed. The instructions they received were that at least five specialised sources of information should be used apart from other relevant ones. They had followed practical training on how to search for academic sources, on the use of the relevant university available databases (e.g. JSTOR), on how to manage them by means of Refworks, and on how to formally refer to them (MLA 7th edition). We conclude that some critical aspects which must be emphasized in future are the ability to identify the kind and relevance of the sources found, the different functions of sources in relation to different rhetorical aims, and the practical difficulties that some digital objects have in order to be interpreted as relevant sources as well as to be referred formally.

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Something old, something new, and something borrowed: how have digital technologies impacted academic professional knowledge construction practices?

Raffaella Negretti, Miguel Garcia Yeste, Beyza Björkman, Spela Mezek
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The years leading up to the end of the 1990's witnessed the development of information technologies and the 'birth' of the Internet, which in turn entailed new ways of communicating and distributing information. Scholarship in communication, linguistics and anthropology at the time suggested that Internet would change our way of communicating and exchanging knowledge, and advanced the idea of a 4th post-Gutenberg revolution: digital technologies would change our ways to acquire, construct and share knowledge. Lemke (1997) suggested that digital technologies were in themselves new literacies, opening up new ways of acquiring and communicating knowledge.

In this study, we cast a retrospective look at the way digital technologies were hypothesised to change information retrieval and learning in the 1990s, and compare these predictions to what is happening today in academic and professional settings. Our overall aim is to understand if and how these news ways of knowledge acquisition have taken shape in academia, twenty years after the post-Gutenberg revolution was announced. We explore the strategies for accessing and constructing knowledge for writing for academic and professional purposes. In particular, our focus is on ways of finding secondary sources for research-based writing tasks. Informants from different backgrounds (graduate and undergraduate students, and professionals) were recruited and assigned similar tasks. Thus, our data comes from the following sources: (a) a group of undergraduate students of Biology were interviewed about their electronic reading habits in their L1 and in English (b) a group of undergraduate students in an ESP course were asked to reflect on their information-seeking strategies in preparation for a research-based argumentative essay, as well as the usability of the digital environments they consulted; (c) a group of doctoral students in the Computer Science domain were given a questionnaire on their use of digital media for information retrieval purposes when writing research papers for international journals; and (d) a similar questionnaire was distributed among a group of expert computer scientists to find out what strategies they use for their professional writing. Our data analysis will shed some light on how students and professionals at different stages experience the process of finding literature for their research papers in the digital age, along with possible differences in the information-seeking strategies used by different populations.

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Digital discourse and LSP research: The Spanish and French cases

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LSP research has greatly evolved over the past two decades, often influenced by pressure on authors to try to find their niches according to trendy lines. This evolution has taken various approaches in different European scenarios. Researchers collaborating in different projects have produced joint publications on common problems of interest to those institutions, while, in other cases, some lines have been drawn according to global phenomena (cf. Paltridge, 2009; Upton, 2012).

This paper describes the development of research on digital discourse in Spain and France via two main publication outlets, *Ibérica* and *ASP*, the respective journals of AELFE and GERAS (Associations of Languages / English for Specific Purposes). The main objective is to analyze the evolvement of specialized language study from 1996 to 2014 in conjunction with digital sources. In this scope, we specified eight topics: Digital discourse, digital text(s), digital genre(s), academic discourse, research genres, web-based, Internet, and electronic communication, and identified them as references for the scanning of the articles. We also evaluated other aspects such as the language in which the papers were written, the number of authors, and their nationalities / universities. The digital discourse investigations pinpointed were then examined more closely to discern the scholars' approaches and methods.

In general, the publications in both countries seem to demonstrate little interest in digital academic discourse and / or genres, although some years have shown isolated peaks in the number of articles. Even fewer approach digital publishing as the sole focus of study, and most authors interested in digital sources tend to work in both paper- and web-based contexts for different purposes in LSP. Some differences also emerge, e.g., teaching / learning implications are described further in France, but English is selected as the language of publication more often in Spain. As an extension, we consider the addition of two other journals from English-speaking countries to our study, *JEAP* and *ESP,* which may contribute to a broader comparison of digital academic discourse research in LSP.

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Open-access writing: an investigation into the online co-authorship of a research article

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Academia has entered the blogosphere; although still in its infancy, the research blog is now used for knowledge dissemination, enabling scholars to engage with their academic community, present work in progress, and receive feedback. Not surprisingly, applied linguistics research into the generic status and language of blog posts has started to appear, as well as studies into how the open-access, real-time nature of blogs may subvert the norms of academic discourse. Collaborative research blogs offer additional scope for investigation; online research cooperation between scholars via blog posts renders the co-construction of knowledge visible, potentially providing insights into how the digital medium influences the way results are achieved and reported. The present study exploits this visibility by exploring the online co-authorship of a research article in the field of pure mathematics, negotiated via an open-access research blog. The contributors (expert and lay) work together to construct a paper which reports the findings of a collaborative research project for publication in an international journal. My aim is to investigate how text construction is negotiated; references made by the participants to key aspects of academic writing such as rhetorical and schematic structure, intertextuality, and hedging and boosting will be tracked over the course of the collaboration in order to ascertain which, if any, are discussed and emphasized.

Poster Abstracts

'Devilish details' in research article introductions: a comparative analysis of national and international rhetorical strategies

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The many studies of research article introduction (RAI) in the intercultural rhetoric tradition have found variations in rhetorical structure. While often attributed to socio-cultural differences, publication context has also emerged as a key factor. Drawing on a corpus of 10 comparable pairs of exemplary empirical RAs in English and Spanish from the *EXEMPRAES* Corpora, the present poster further examines the effect of publication context on the rhetorical structure of the RAI. The analysis shows that while ESTABLISHING WHAT IS KNOWN is an obligatory move making up 38.5% of the total references, in the Spanish texts this move is achieved without explicit reference to the literature more frequently (10.2%) than it is in English (4.5%), where knowledge statements are more likely to be supported by citations (11.5%). PROVIDING A CONTEXT FOR THE CURRENT RESEARCH takes up 13.7% of the total references making it the second most prevalent move in both sets of texts. The preferred means of context provision is IDENTIFICATION OF A PARTICULAR RESEARCH ISSUE TO BE ADDRESSED (11.5%), with more space devoted to this step in the Spanish texts (7%) than in English (4.5%), where a wider range of strategies are employed. Interestingly, IDENTIFYING GAPS OR DEFICIENCIES IN PREVIOUS RESEARCH is present in both groups of texts (3.3% Spanish; 2.9% English), though it is less prevalent than ESTABLISHING WHAT IS KNOWN or PROVIDING A CONTEXT. Less prevalent still is ANNOUNCING PRESENT RESEARCH at 3.4% of the total. ARTICULATING THE CONCEPTUAL FRAMEWORK (5.4%) or OUTLINING ELEMENTS OF RESEARCH DESIGN (5.5%) are more frequent means of presenting current research. We also find that 4.5% of the textual space is devoted to HYPOTHESISING OR RAISING RESEARCH QUESTIONS, though in English (2.2%) explicit hypothesizing is more frequent than in Spanish (1.4%). The English texts also provide more instances of CLAIMING VALUE OF PRESENT RESEARCH (2.1% as opposed to 0.8% in Spanish). While the two groups of texts are relatively similar in terms of move structure, differences at the step level suggest that these authors adopt strategies tailored to the needs of either international or national audiences.

Book and enjoy! A corpus-based approach to the use of verbs in promotional hotel webpages

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The increasingly prominent position of tourism in digital media makes it necessary a multi-perspective, in-depth analysis of the defining features of tourism online discourse in order to continue developing and enhancing it. From a linguistic perspective, tourism is mainly aimed at persuasion and persuasion cannot be achieved without the mastery of the linguistic conventions associated to each genre. This study is thus focused on a specific digital genre – the hotel webpage– and aims to discuss how it is constructed and exploited according to the use of its most significant and representative verbs.

As a starting point, the verbs analysed have been selected according to saliency/keyness and frequency criteria, proceeding then to describe their use in real communication. Therefore, on the basis of COMETVAL's data (Corpus Multilingüe de Turismo de la Universidad de Valencia), a preliminary corpus-based analysis of highly salient and highly frequent verbs has been conducted with *WordSmith Tools* 5.0 in order to detect and retrieve those verbs that prototypically shape the domain under study, and thus to draw the first conclusions about the kind and real use of verbs in hotel webpages. Subsequently, a proposed categorisation of verbs based on the semantic and pragmatic traits detected in the corpus has been devised and the verbs under study have been classified in order to obtain a comprehensive picture of their usage.

Hence, this study analyses the importance and possible reasons underlying verb choice in online communication of promotional hospitality-related content since via the static and moving picture provided by verbs "the language of tourism attempts to persuade, lure, woo and seduce millions of human beings, and, in so doing, convert them from potential into actual clients" (Dann 1996: 2). In this way, this study has tried to provide a useful corpus-based characterisation of the verbs shaping the domain under study which can lead to dramatic improvements in accuracy and persuasiveness, and thus in a better understanding of how tourism online discourse is and should be constructed and why.

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Data Commentary in Science Writing: A Discourse Model for Multimodal Result Presentation in Science Publication

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Our study concerns the use of data commentaries (Swales & Feak 2012), i.e. the linguistic presentation of graphs, figures and tables, and contributes to the description of multimodal (Kress, 2010) science communication for applied purposes. Research has shown that integrating written and visual modes represents a complex task for students and that students often need to be scaffolded into disciplinary practices (Blåsjö 2011; Wharton, 2012). At the same time, the type of support that is available for students is often insufficient. For instance, Roth el al (2005:40) note that textbooks often lack "many resources that would assist in reading", including clear linguistic descriptions/explanations of data that is expected in research genres. Further, the multi-modal nature of science writing has been pointed out as an 'important problem' (Shaw 2007) in linguistic approaches to disciplinary discourse, but remains relatively under-investigated. More research on how multimodal communication is handled in science publications is therefore needed.

We present a model for discourse moves in data commentaries in results and results & discussion sections in research papers and master theses in applied chemistry. The model is based on a corpus of data commentaries annotated for discourse moves following the methodological steps of the *Biber-Connor-Upton approach* (Biber et al. 2007), and by use of the UAM corpus tool (O'Donnell, 2008). The UAM tool has been applied to make the data commentaries searchable by first converting data commentaries from PDF-files into text-files and then storing and annotating the texts in the tool. The UAM tool allows for searches of words and phrases as well as the annotated discourse moves and is intended to be used by both students and researchers. The visual material accompanying the data commentaries has been made available via PDF-files. All in all, this means that the tool and methodology offers a novel approach to addressing the use of data commentaries in disciplinary writing.

The model presented draws on theoretical concepts from genre-based language instruction in the two 'schools': *English for Specific Purposes* (ESP) and *Systemic Functional Linguistics* (SFL) (Johns, 2008) and is developed for ESP writing at technical universities. Following Flowerdew (2004, 2010), we argue that a small, specialized corpus enables the integration of top-down and bottom-up approaches to discourse – a type of integration that is highly useful in such a context.

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Dictionaries of Science as Multimodal Participants in Scientific Knowledge Economy

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Dictionaries of science are important objects of study because, as a genre of scientific communication, they exercise power by assigning value to knowledge. For centuries, the knowledge found in such dictionaries has been considered to be more authoritative and "valuable" than the knowledge not included in these books. In this way, dictionaries of science have been dictating what knowledge is valuable and trustworthy (the knowledge found in them) and what is not (the knowledge omitted by them). However, because dictionaries are often viewed as mundane documents, their power is invisible, which makes them even stronger. In addition, dictionaries of science should be studied as products of capitalism: traditionally, they have been made to be sold. Overall, dictionaries of science participate in scientific knowledge economy by creating knowledge and acting as products of capitalism.

At the same time, dictionary knowledge making has been changing rapidly due to an increasing use of technology. Multimodality appears to be one of the key notions in this process. The purpose of the paper will be to propose an approach for studying dictionaries of science as multimodal participants in scientific knowledge economy. The methodology I will describe involves discussing dictionaries of science as (1) participants in knowledge making, (2) products of capitalism, and (3) multimodal artifacts. In order to consider dictionaries of science from these three perspectives, I will introduce the model of production-consumption

cycles, which is the extended version of Latour's model of knowledge accumulation. Cultural analysis, lexicographic archeology, and employing production-consumption model are some of the methods that could be used in such study. Applying the methodology proposed in the paper could help us answer a number of questions connected with the cultural work modern dictionaries of science perform and contribute to our general understanding of how knowledge is made in our society

A comparison of the rhetorical structure of the Methods section in international versus national research articles

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The rhetorical structure of the research article (RA) has been the focus of many genre analytic studies since the 1990s (Swales, 1990; Bhatia, 1994). RA writing may, however, vary considerably depending on the intended audience, be it national or international. On the basis of two corpora of 20 exemplary empirical RAs in English and Spanish (*EXEMPRAES*), the present poster studies the influence of the publication context variable on the rhetorical structure of the Methods section of the RA. The results show that the obligatory move in both groups of texts is DESCRIBING PROCEDURE (32.5% in Spanish and 32.3% in English), in which the experimental procedure applied in the research is offered as well as the equipment or instrument employed. This move is mainly realized by means of the steps Detailing method or technique (13.1%) and Detailing equipment (5.1%).The second most frequent move is DESCRIBING DATA ANALYSIS PROCEDURE (28.7%), which is used significantly more often in the English corpus (34.2%) than in the Spanish one (16.1%). Here the most common steps in the English RAs are Providing the background of the procedure (9.5%) and Detailing data analysis procedure (9.1%). Spanish writers also give preference to the step Detailing data analysis procedure (7.1%), followed by Detailing data analysis instrument (3.9%). Finally, we find DESCRIBING DATA COLLECTION PROCEDURE (20.1%), more frequent in the Spanish RAs (31%) than in the English ones (15.3%). Within this move, the step Describing materials is the most frequent in the Spanish corpus (8.2%). Next, Elaborating on the data collection procedure is employed in similar percentages in both groups of texts (6.9% in English and 6.3% in Spanish). We may conclude that describing the procedure is the most relevant move in both corpora given the main communicative function of the Methods section, which is to provide a detailed account of the research carried out so it can be repeated in other experiments following the same procedure. However, there are significant differences in the frequency of use of other moves and steps, which reveal the influence of the publication context variable in the rhetorical structure of this section.

The rhetorical structure of research article Results (and Discussion) sections in international versus national journals

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Of particular interest to scholars who use English as an additional language is an examination of the most frequent rhetorical strategies used to present Results in recently published research articles (RAs) responding to the expectations of either national or international audiences. Based on two comparable corpora of 20 empirical RAs in English and Spanish (*EXEMPRAES*), the present poster shows the effect of the publication context variable on the rhetorical structure of the Results (and Discussion) section of RAs. The analysis of our corpora have revealed that the obligatory move in both groups of texts is STATING FINDINGS (60.8% of all references in Spanish and 57.7% in English), mainly realised by means of the strategy "Making observations on the results or data". Within this move, there is a greater tendency among the English writers (2.6%) than among their Spanish counterparts (1.6%) to make "Substantiations of findings in the current study", that is, to report additional findings that support the previously presented outcomes. The second most prevalent move is PROVIDING BACKGROUND INFORMATION (14.0% in Spanish and 12.8% in English), mainly achieved through the step "(Re)stating an aspect of the method". The third most commonly used move is ESTABLISHING THE MEANING OF FINDINGS (12.3% in Spanish and 9.2% in English). The preferred strategy to realize this move in English is "Interpreting findings" (6.6%), whereas in Spanish is "Explaining findings" (5.6%). Fewer instances of the move COMPARING FINDINGS WITH PREVIOUS RESEARCH were found in either of the languages (1.8% in English and 0.5% in Spanish), mainly achieved through the step "Expressing similarities or agreement" whose frequency of use was reported slightly higher in the English texts (1.2% of the references in English as opposed to 0.5% in Spanish). We may conclude, at this stage of our pilot analysis, that there seems to be a greater need among the English writers for justifying the validity of their findings, mainly by reporting additional results that support those presented earlier in their studies and through comparisons with similar findings in previous research.

The rhetorical structure of research article Discussion (and/or Conclusion) sections in international versus national journals

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The Discussion (and/or Conclusion) section of a research article (RA) published in an international journal has proven to be the most difficult to write not only for scholars writing in their L1 but also for those who use English as an additional language. It has been suggested that greater awareness of the differences in the rhetorical structure of this section across

international English-medium journals and national journals may ease the task of gaining the additional understanding required for writing this subgenre in English more confidently. Based on a corpus of 12 comparable pairs of RAs in English and Spanish drawn from the *EXEMPRAES* Corpora, the present poster shows the effect of the publication context (international versus national) on the rhetorical structure of the Discussion (and/or Conclusion) sections in empirical RAs. The results show that slight differences can be noted at the move level. For instance, while in the English RAs there are three obligatory moves (i.e. BACKGROUND INFORMATION (27%), SUMMARIZING OR RESTATING KEY FINDINGS (16.3%), and DISCUSSING KEY FINDINGS AND OTHER FEATURES OF THE STUDY (21.5%); in Spanish the only obligatory move is SUMMARIZING OR RESTATING KEY FINDINGS (22.9%). More striking differences, however, are found at the step level within particular moves. For example, while the BACKGROUND INFORMATION Move in the English RAs (27.5%) is achieved mainly through reporting background information with citations (14.7%), this move in the Spanish RAs (22.4%) is achieved mainly through re-stating key features of the current study (9.3%). Likewise, the DRAWING IMPLICATIONS Move includes a relatively greater occurrence of recommendations for future practice in the Spanish RAs (8%) than in the English ones (2.5%), which contain relatively fewer recommendations in general (7%) than the Spanish texts (13.3%). Despite the small size of the sample, the results suggest clear evidence that the publication context variable affects the rhetorical structure of RA Discussion (and/or Conclusion) sections with implications for multilingual scholars. Having identified text fragments that express similar communicative functions in highly comparable rhetorical contexts across the two languages opens the possibility of further comparisons of text resources at the propositional and metadiscourse levels with tremendous language teaching pedagogical applications.

Lexical bundles in several academic disciplines: A comparative study.

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Recurrent word combinations, clusters, phrasicon, n-grams, or lexical bundles refer to recurring sequences of three or more words that appear frequently in natural discourse, either oral or written. These chunks are fundamental parts of discourse whose research is becoming very important in EAP.

This paper adopts an automated frequency-driven approach to identify and analyse the most common 4-word lexical bundles in different sections of research papers published in several academic disciplines (Applied Linguistics, Law, Experimental Sciences, Medicine and Economy) applying a corpus-driven approach.

Our results support the idea that lexical bundles are important components in written

discourse. Concluding discussion highlights the pedagogical implications of exposing students to more samples of written language. Furthermore, the importance of explicit instruction in these types of word combinations in courses on English for Academic Purposes is highlighted.

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