RESEARCH GENRES IN CONTEMPORARY ACADEMIA:
EMERGING ISSUES AND A FUTURE RESEARCH AGENDA

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Contemporary research communication

GLOBALIZATION
Mobility
Interconnectedness
Networking

GENRES
Literate activity
Patterns of language use

GENRE EVOLUTION
Hybridization
Innovation
Change

“[genres as] entities continually being shaped and negotiated by their users”
(Bazerman et al, 2009)
English, the international language of science

(Swales, 1990)
A highly functional language

- Scientific cooperation
- Knowledge exchange (Lillis & Curry, 2010)

English linguistic imperialism

- Attrition of other languages
- Language challenges (Phillipson 1992)

Acceptability of L2 English texts

- Cross-linguistic influence
- Hybridized varieties of AE
- “mismatches between what is appropriate in the author’s writing culture and in scientific English” (Burrough-Boenisch, 2002, 229)
A new sociolinguistic paradigm

“in the [sociolinguistics of distribution] movement of language resources is seen as movement in a horizontal and stable space; within such spaces, vertical stratification can occur along lines of class, gender, age, social status, and so on”

“[the sociolinguistics of mobility] focuses not on language-in-place but on language-in-motion, with various spatio-temporal frames interacting with one another. […] ‘sedentary’ patterns of language use are complemented by ‘trans-local’ forms of language use”

(Blommaert and Dong, 2013, p. 367)
Figures of international publications

“UK research and the European Union: The role of the EU in international research collaboration and researcher mobility”

- 2005-2014
  - 37% of the research papers published by UK involved international co-authorship
- 2015
  - “60% of the UK’s internationally co-authored papers are with EU partners” (p. 4)
Drivers for international collaboration

- the emergence of the BRIC (Brazil, Russia, India, China) competitive economies
- the need to meet high international quality standards
- and the need to provide a more critical mass and international profile to research excellence

Structuration theory (Giddens, 1984)

“Central to a structurational perspective is the recognition that **social structures** (such as genres) do not exist "out there," but are constituted through the ongoing actions of knowledgeable human **agents**, actions that are shaped, in turn, by the structures”

(Yates & Orlikowski, 2007, p. 69)
SOCIAL STRUCTURES

- Patterning of interaction
- Relations between actions or groups
- Continuity of interaction in time

AGENTS

- Scientists
- Science stakeholders (institutions, universities, government and funding agencies)
- Society
Academic writing in a global context

“Academic writing for publication takes place all around the world, involving an estimated 5.5 million scholars, 2,000 publishers and 17,500 research/higher education institutions”

(Lillis and Curry, 2010)

“The academic field is a sociological and sociolinguistic field of production and circulation of science. This field contains monolingual and bi- or multilingual activities and subfields”

(Hamel, 2006)
An agenda for the journal article

How does this genre relate to the agents’ everyday activities?

How does it shape the structure of language and patterns of language use?

How does it determine language variation and change?
Language, writing and globality (i)

‘macro-acquisition’ of world English (Brutt-Griffler, 2002)
  • societal acquisition of English
  • “collective acquisition” through individuals’ social interactions

‘macro-acquisition’ of academic English?

“full text articles are the most viewed items by experienced researchers when using digital journal libraries”
(Nicholas, Huntington and Watkinson, 2005, p. 253)
MACRO-ACQUISITION

CIRCULATION OF ONLINE JOURNAL ARTICLES

EXPOSURE TO THE LANGUAGE OF TEXTS

INFORMAL PROCESSES OF ACQUISITION

ACADEMIC LITERACY DEVELOPMENT
Language, writing and globality (ii)

Discoursal hybridization

- cross-linguistic influence
- phraseology & discourse pragmatics (Cortes, 2008; Pérez-Llantada, 2014)
- eclectic blend of features > language variation and change

Academic Englishes (Mauranen et al, 2010)

- “an entirely natural development in the glocalization of English” (Breiteneder, 2009, p. 266)
- a “globalish”, “de-anglicised code” (Ammon, 2006, p. 27)

NC grammar usage (Rozycki & Johnson, 2013)

Distinct ‘local’ varieties or a macro-’glocal’ variant?
Language, writing and globality (iii)

‘Englishization: one dimension of globalization’ (Phillipson & Skutnabb-Kangas, 1993)

Multiliterate practices at the micro-level, e.g. the social sciences (Bardi & Muresan, 2015; Burgess et al, 2017)
- multilingual writing practices
- local/global audience

Ethnographies of writing (Swales, 1998; Paltridge et al. 2016)
- map of language repertoires
- Implications for teaching (course design, biliterate genre-based learning)
An agenda for digital genres

"... a vision of how people create individual instances of meaning and value within structured discursive fields and thereby act within highly articulated social systems. The action is accomplished through performance of genres that have highly specific, systematically contextual requirements and well-defined consequences for further generally-shaped social acts“

(Bazerman, 1994, p. 79)
Generic innovation & change

The digital medium

- enables connections of traditional to emerging genres

- expands the ecology of the journal article/genre system of academic research (Swales, 1990)

- responds to systems of rewards & research accountability
JA in an online environment

Enhanced Resolution (ER) scan to confirm the charge state of the multiply charged ions. The ions with a charge state of +2 to +3 or with unknown charge were then subjected to collision-induced dissociation using a rolling collision energy dependent upon the m/z and the charge state of the ion. Enhanced Product Ion scans were acquired resulting in full product ion spectra for each of the selected precursors which were then used in subsequent database searches.

2.6. Protein identification
Database searching was performed using version 2.2.02 of Mascot with a 20 ppm tolerance on the precursor, 0.5 amu tolerance on the product ions, allowing for methionine oxidation and carbamidomethylation as a variable modifications, allowing for two missed cleavages, charge states of +2 and +3, trypsin as the enzyme and identifications were evaluated using MudPit scoring. A threshold of 5% probability (P < 0.05) of a false positive was used for all Mascot searches and a decoy database was used to estimate the false positive rate. Searches were conducted on the NCBI non-redundant (NCBInr) database (http://www.ncbi.nlm.nih.gov) as of the 24th of March 2009, a custom-built database consisting of 107,418 S. japonicumexpressed sequence tag (EST) sequences (effective database size 644,460 sequences) deposited in the NCBI databases as at 24th December 2008 and a custom-built database containing 267,165 protein sequences from a range of helminths, including the full protein datasets from the S. japonicum (Zhou et al., 2009) and S. mansoni (Berman et al., 2009) genome sequencing projects, all Trematoda proteins in the NCBInr database as of the 24th of March 2009, and protein datasets from Nematode Net (http://www.nematode.net) (Vylle et al., 2004). The criteria for accepting protein identifications was as follows: (i) the identification needed to contain at least one peptide with a score greater than the identity threshold supplied by the Mascot server; and (ii) the identification needed to contain more than one significant peptide, where significant peptides included those with scores above the identity or homology thresholds supplied by the Mascot server. On five occasions particularly high scoring single peptide identifications were verified by manual annotation of spectra. Identifications with shared proteins were retained if each contained at least one unique peptide above the significance threshold and for grouped proteins the highest scoring identification was retained.

2.7. Bioinformatic analysis
Protein descriptions were assigned to EST Mascot hits using BLASTX on the non-redundant protein database from NCBI (bit score > 30) when the reading frame of the Mascot hit was the same as the blast hit. Descriptions were also assigned to proteins based on BLAST searches (bit score > 30) of the S. japonicum Transcriptome and Proteome Database (http://fungene.cshl.edu/Sj-protomelindex.htm) (Liu et al., 2008), SchistoDB (http://schistodb.net/schistodb20/home.jsp) (Corlottini et al., 2009) and SmedGD (http://smedgd.neuro.utah.edu/index.htm) (Robb et al., 2008). Lufetikv 1.05 (Johnson and Taylor, 2002) was used to derive de novo peptide sequences from high quality unassigned spectra using the default fcid parameters. Spectra producing de novo sequence with a Pr(C) score greater than 3.0 were subjected to protein database search on the NCBI non-redundant database.
Scholarly leadership of the study of leadership: A review of The Leadership Quarterly's second decade, 2000–2009

William L. Gardner *, Kevin B. Lowe *, Todd W. Moss *, Kevin T. Mahoney, Claudia C. Cogiser*

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Research highlights

- 360 articles published in the Leadership Quarterly (LQ) in its second decade were analyzed using multiple methods:
  - Impact factor analysis indicates that LQ is comparable in impact to other high quality international business, management and psychology journals. 36 of the top 60 most cited articles were published in the 2000's.
  - The proportion of articles that reflect new directions in leadership theory rose from 14% during the journal's first decade, to 44% in its second decade.
  - The vast majority (79.9%) of empirical research published was conducted in field settings with samples drawn from private organizations (46%); survey research methods (17%) were most prevalent.
  - The majority of articles employed quantitative (82.4%) as opposed to qualitative (24.1%) and mixed (11.6%) methods.
  - The majority of LQ associate editors and board members perceive LQ as meeting its mission to serve as “the leading outlet for leadership research.”

- Based on the analysis results, recommendations for future leadership research include:
amount reported in the prior decade (68), the proportion of articles declined from 34% to 12.6%. Thus, while Neo-charismatic Approaches remain the single-most dominant paradigm, a plethora of competing perspectives has emerged over the past decade to challenge these perspectives, suggesting that diverse seeds for a potential paradigm shift have been planted (Reichers & Schneider, 1990).

3.2.3. Multiple-level approaches

The second largest of the broad categories involved Multiple Level Approaches, which experienced an increase in both the number and proportion of articles from 19 (9.0%) to 89 (13.0%). One Yearly Review article (Yammarino et al., 2005) and three special issues (Bliese et al., 2002; Gardner & Cogliser, 2009; Yammarino & Dansereau, 2008) focusing on multi- and meso-level approaches to leadership contributed to the prominence of this category. Because Lowe and Gardner (2000) included leader-
Linear electromagnetic devices for vibration damping and energy harvesting: Modeling and testing

Songye ZHU, Wen-ai SHEN and You-lin XU

Engineering Structures

12 slides, 04:58 min
Interacting & interdependent genres

<table>
<thead>
<tr>
<th>TRADITIONAL GENRES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal article</td>
<td>graphical abstract</td>
</tr>
<tr>
<td>+</td>
<td>author video speeches</td>
</tr>
<tr>
<td>Abstract</td>
<td>audioslide presentations</td>
</tr>
</tbody>
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Core/peripheral

Usability (Spinuzzi, 1990)

Salience

Genre regimes (Tusting, 2018)
Genre regimes

- “systems which influence academic text production in powerful ways” (Lillis and Curry, 2010)

- ‘systems of accountability’ driven by institutions’ need to succeed in the national competitive research evaluation system (Tusting, 2018)

  “value a particular subset of types of academic publication and locations for these publications”

REF in UK
Language hierarchies

- Hypercentral
  - (1 language) English

- Supercentral
  - (12 languages) Arabic, Chinese, English, French, German, Hindi, Japanese, Malay, Portuguese, Russian, Spanish, Swahili

- Central
  - (about 100 languages)

- Peripheral (local)
  - (all the rest; 98% of the world’s languages)

(de Swaan, 2001)
Science communication
Choice of English in research blogs

• “English is the default language of science, known by anybody that may be interested in the blog, and that English makes it easy to communicate their research to people all over the world.

• “[English] is the only language to be used if they want to engage in competitive research”

• “You have to consider very carefully for whom you are writing when you design a blog like ours. English is the lingua franca of the international scientific community […]. But it is also important to have visibility within our country”

(Luzón, 2018)
En una de sus playas aflora una delgada capa geológica de 2 cm formada por pequeñas esférulas de roca, llamadas tectitas, que tienen el aspecto de minúsculas perlas de vidrio natural. Son en realidad salpicaduras de roca fundida que fueron expulsadas desde el cráter de Chicxulub mientras se formaba, solidificadas luego en el espacio exterior y esparragadas por todo el planeta a modo de lluvia. Lo excepcional de la capa de Gorgonilla es que muchas tectitas han permanecido vítreas, a pesar de tratarse de un material que se transforma rápidamente a minerales más estables.

El director del Centro de Geocronología de Berkeley, Paul R. Renne, realizó dataciones radiométricas aplicando el método 40Ar/39Ar sobre 25 tectitas puras y obteniendo una edad promedio de 66,05 millones de años. Esta edad es indistinguible de la edad del límite K/T (66,04 millones de años con un margen de error de ± 10.000 años).

El depósito de Gorgonilla es especial en muchos otros aspectos. Las esférulas de impacto viajaron 2.000 km para depositarse en el fondo de un océano a más de 2 km de profundidad, muy lejos de cualquier continente. Estas grandes profundidades se sitúan por debajo del llamado nivel de compensación de la calcita, una barrera geoquímica bajo la cual el agua es suficientemente ácida como para disolver las pequeñas conchas carbonatadas de los foraminíferos planctónicos.

Por ello, estos microfósiles están ausentes en la mayor parte de los 40 metros de rocas estudiados, excepto, sorprendentemente, en el primer metro de rocas situado sobre la capa de tectitas. Es en este primer metro donde el equipo de la...
http://aragosaurus.blogspot.com.es/2018/05/hallados-los-restos-del-meteorito-de.html
‘Glocal’

**English**

- Informing about conferences and publications
- Discussing aspects of their research
- Writing about international projects

**Local language**

- Informing about presentations at a local level
- Disseminating talks and press releases
- Entries about courses and events organized in the local language
- Writing about projects funded by government or local funding agencies

(Luzón, 2018)
Crowdfunding in local settings

Spanish Foundation for Science and Technology (FECYT)
Diagnóstico y evaluación del TDAH con realidad virtual

Celestino Rodríguez Pérez (Universidad de Oviedo)

El TDAH (Trastorno por Déficit de Atención con Hiperactividad) es uno de los trastornos más diagnosticados en la infancia y adolescencia, y también uno de los que más efectos tienen en la vida adulta. Un adecuado diagnóstico de esta problemática, junto con una intervención ajustada, puede cambiar el curso vital de muchas personas que sufren estos síntomas. Implicación en constantes de riesgo, dificultades sociales, familiares y laborales, o problemas escolares, son algunas de las consecuencias de un mal diagnóstico o una pobre intervención. El objetivo de este proyecto es mejorar el proceso diagnóstico con el fin de favorecer una intervención temprana y prevenir posibles problemas a nivel social, académico, laboral o familiar.

Hoy en día disponemos de múltiples medidas de evaluación y diagnóstico que proporcionan información objetiva sobre el perfil atencional en el TDAH. Sin embargo, la principal dificultad con la que nos encontramos es que estas medidas no siempre son representativas de lo que ocurre en situaciones de la vida diaria. La realidad virtual puede ayudarnos con esta problemática al combinar la objetividad de las pruebas tradicionales de evaluación con un contexto lo más parecido posible al real.

Contamos para ello con dos pruebas principales: una para la evaluación en niños y adolescentes (AULIA) y otra para la evaluación de adultos (AQUA), ambas de Nesplore S.L. Estas pruebas emplean unas gafas 3D dotadas de sensores de movimiento y unos auriculares. Gracias a esta tecnología podremos reproducir fielmente dos contextos de interacción comunes, como son un aula escolar y la visita a un acuario.

El objetivo que se plantea es analizar la utilidad diagnóstica de estas dos pruebas en niños y niñas, adolescentes y adultos con TDAH, comparando y completando la evaluación con el test N-A2, una prueba tradicionalmente empleada en evaluación.

Una vez identificado el perfil atencional, el siguiente paso será poner en relación este perfil con variables de los contextos social, académico y laboral de los evaluados -apoyándonos del grupo de edad con el fin de conocer las repercusiones del trastorno a diferentes niveles.

Un diagnóstico temprano, fiable y válido es uno de los aspectos más importantes para un buen pronóstico en el TDAH, con este proyecto se espera mejorar el proceso de evaluación y tratamiento de las consecuencias del trastorno en población escolar como adulta, mediante la aplicación de los instrumentos presentados.
La nanobiociencia en la lucha contra la leishmaniosis es una de las medidas más importantes en la lucha frente a la leishmaniosis humana.
What is our goal?
Why is this project unique?
We belong to something bigger
Who will benefit from this project?
What will you support with your donation?

Project highlights
Description [definition of terminology] & refs.
What is happening?
Why?
What can we do?
CROWDFUNDING What will your donation serve to?

Do you want to know more?
research group website, factsheets on topic, local links, u-tube videos,
international org website

Impact
Other data
journal articles (all in English)
patents (Spanish)

Who is behind this project?
expanded bionotes of researcher group members
Referencias:


Affordances of the medium

Genres and social engagement
- different degrees of informational density
- different channels
- linguistically hybrid semiotic texts (2 languages)

Multiple communicative purposes
- inform about science
- comply with requirements of science accountability
- achieve a particular action (reaction)
Text-composing processes

Composing strategies:
Text borrowing? adaptation? intralinguistic translation?
Source to target language translation?

Intertextuality:
journal articles and abstracts – project proposal – interim report of the project – videos – factsheets from international agency for research on cancer

Mapping connections of genres
Language and genre pedagogy

Bi-/multiliteracy skills + digital skills training

NOTICING

how sequences of multilingual genres & genre chains are created
what language(s) scientists choose in a genre
whether language choice relates to accountability of research
how contents are borrowed from one genre, recontextualized in another genre to make specialist knowledge accessible to a diversified audience
Traditional and new genres

Data-Driven-Learning (DDL)
- journal article writing

A wider repertoire of genres
- journal articles – audioslide presentations – podcasts
- research project proposals – grant proposals
- crowdfunding projects – lab reports
- blog posts, tweets...
- ted talks, scientific monologues, …
Bi/multi-literacy learning

“discourse communities using different languages may in fact develop similar, though not identical, generic strategies to respond to similar rhetorical situations. If this is the case, then at least some of the genre knowledge acquired in one language may be of use in producing a related genre in another language”

(Gentil, G. 2011 “A biliteracy agenda for genre research” JSLW)
References

References


References

Acknowledgements

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genresandlanguages.org

@genres_language