

Academic Discourse in Western Studies (the Twentieth and Twenty-First Centuries).

Lecture - 6



The time period was divided into three stages, taking into account the periodization proposed by Liz Hamp-Lyons [HampLyons, 2011]:

early (1950–1970s);

middle (1970–2000s);

modern (2000 -ies – present time).

English for Academic Purposes (EAP): The Formative Period (1950s-1970s)

EAP emerged in response to the influx of international students

- from developing countries to British universities in the 1950s-1970s. This was largely due to the British government's policy of providing aid to former colonies and Commonwealth countries.

British universities needed to create educational programs and materials

- tailored to the academic needs of this new student population. EAP became a field of applied linguistics that aimed to develop specific communicative skills in students for producing oral and written texts in academic genres.

EAP played a crucial role in integrating international students

- into British and American educational systems. Students needed to be proficient in English and communicatively competent in academic tasks such as writing essays, reports, and dissertations.

Initially, EAP was not recognized as a separate discipline

- but was considered a branch of English for Specific Purposes (ESP). According to L. Hamp-Lyons, EAP and ESP differed only in their target audience. However, the distinction between the two disciplines became clearer over time.

The theoretical foundations of EAP were:

- M. Halliday's systemic functional grammar
- The methodological works of P. Stevrens

These scholars, along with A. McIntosh, co-authored "The Linguistic Sciences and Language Teaching" (1964), which served as a methodological basis for both EAP and ESP.

In summary:

- The formative period of EAP (1950s-1970s) was crucial for the development of the discipline.
- EAP played a vital role in helping international students succeed in English-speaking academia.
- EAP became a distinct discipline with its own goals, objectives, and methods.

English for Academic Purposes (EAP): Towards Academic Discourse (1970s-late 20th century)

This period saw the active development of EAP methodologies

- and a focus on learner needs and materials development. The genre-based approach to academic discourse gained prominence, with John Swales' book "Genre Analysis" (1990) being a key work.

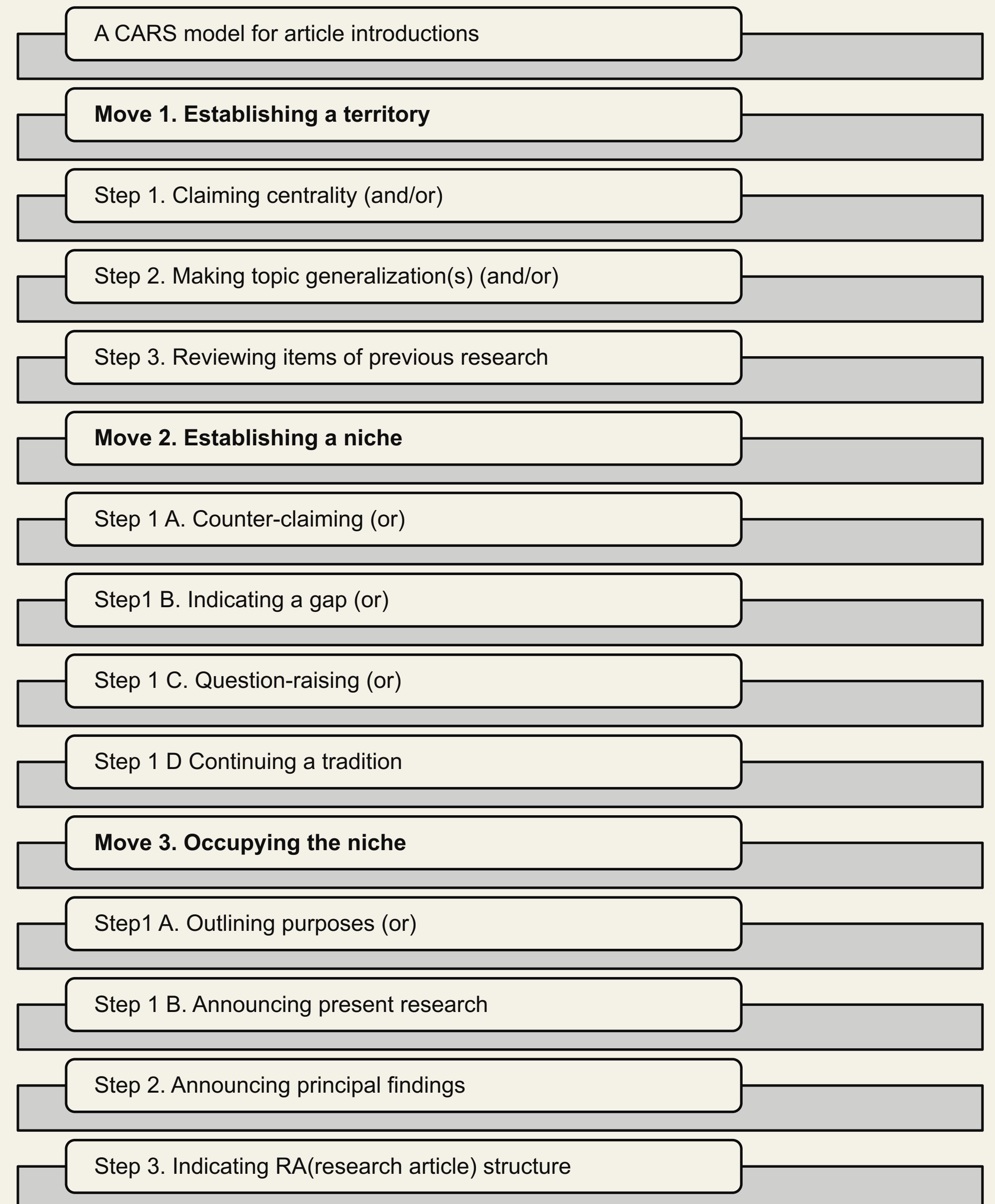
Swales' genre-based approach:

- Combines discourse analysis and genre theory for EAP teaching.
- Defines genre as a communicative event with a specific purpose within a discourse community.

Provides a model for analyzing and teaching research article introductions (CARS model).

the CARS (Create a Research Space) model

- For the “Introduction” section of a scientific article, J. Swales proposed the CARS (Create a Research Space) model [Swales, 1990, p. 141]. It is an algorithm of rhetorical moves and steps that introduce the topic, subject and hypothesis of the study, justifying their relevance by identifying gaps in previous research, and also formulating the purpose of the study, its type and structure. The three main rhetorical moves of this model - defining a space for research (move 1), identifying a gap in this space (move 2) and filling this gap (move 3) - consist of 3-4 rhetorical steps, or options. In general, the model looks like this:



Swales' work:

- Influenced the development of EAP as a discipline.
- Contributed to the understanding of academic discourse.

Other research areas in EAP:

- Lexico-grammatical features of academic writing.
- Rhetorical functions in scientific discourse.
- Hedging in academic discourse.

The focus was on:


- Identifying universal features of academic language.
- Developing academic literacy skills.

However, research also showed:

- Disciplinary variation in academic discourse.
- Dynamic nature of academic discourse communities.


Academic discourse in the 21st century: current state and development prospects

- The modern period, covering the first two decades of the 21st century – a time of rapid development of fundamental and applied research into academic discourse.
- We are currently seeing at least two main trends:



1) justification and approval of academic discourse as an important component of the theory of discourse analysis in the traditions of Anglo-American scientific schools [Bhatia, 1999; 2004; 2008; Flowerdew J. 2002; 2013; Hamp-Lyons, 2011; Hyland, 2004; 2005b; 2009; 2011; Swales, 1990; 2004];

2) the growth of contrastive studies, the authors of which are representatives of non-English-speaking cultures [Chen, Ge, 2007; Hirano, 2009; Martin-Martin, 2003; Mauranen, Hynninen, Ranta, 2010; Salager-Meyer, 2008].



Academic discourse in the 21st century: current state and development prospects

Defining Academic Discourse:

- In Western tradition, academic discourse encompasses all communication in education and research.
- It acts as a method of constructing scientific knowledge and spreading it through social practices.
- Language serves as the primary tool for academic discourse.

Rhetorical Practices in Scientific Persuasion:

- Scientific texts interpret reality through the author's lens, not simply reflecting it objectively.
- Authors aim to convince readers by employing various discursive tools.
- These tools and practices differ across scientific disciplines.

3. Disciplinary Variation:

- The choice of language and rhetorical techniques depends on the specific scientific discipline.
- Natural and social sciences exhibit distinct features in their academic discourse.
- The degree of authorial involvement in arguments also varies across disciplines.

- Thus, K. Hyland found that authors of **humanitarian publications** more often use the verbs **discuss, hypothesize, suggest, argue**, which gives their argumentation an evaluative and personal character. Authors of **natural science publications** in similar contexts prefer the verbs **observe, discover, show, analyze, calculate**, which shift the emphasis to the research itself and are instrumental in nature [Hyland, 2004, p. 142].
- Summarizing the modern views of Western researchers on the nature and content of academic discourse, we will express them in the following provisions:



– academic discourse is a way of constructing modern scientific knowledge and a set of social practices and institutions for disseminating this knowledge;

– genres of academic discourse are persuasive in their communicative purpose, the system of their communicative and rhetorical means is aimed at persuading readers – representatives of the discourse community;

– communicative and rhetorical means of argumentation of academic genres can vary depending on the scientific discipline (disciplinary variability) and on the language culture (linguocultural variability).