



**2nd International PRISEAL Conference:
Publishing and Presenting Research Internationally:
Issues for Speakers of English as an Additional Language**

**Occupying niches: Interculturality, cross-culturality
and aculturality in academic research**

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**Introduction to the
Spanish National Team for
Intercultural Studies of
Academic Discourse (ENEIDA)
project and research group**

Research project :

Rhetorical Strategies to Get Published in
International Journals from a Spanish-English
Intercultural Perspective (I)

Ministerio de Ciencia e Innovación
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Abstract

In recent decades, there has been a growing move towards publication in English-medium journals among multilingual researchers and a growing demand for materials (Swales and Feak, 2004) and courses in skills relevant to publishing in English for Research Publication Purposes (ERPP) (Moreno 2011). Research into academic writing has also flourished world-wide (Swales 2004), with crosscultural and intercultural studies of academic discourse across various languages and English being an area of increasing interest (Moreno 2010). Despite this, little is known about the training needs vis-à-vis ERPP of writers for whom English is an Additional Language (EAL) and how teaching resources might best address them (Swales 2002).

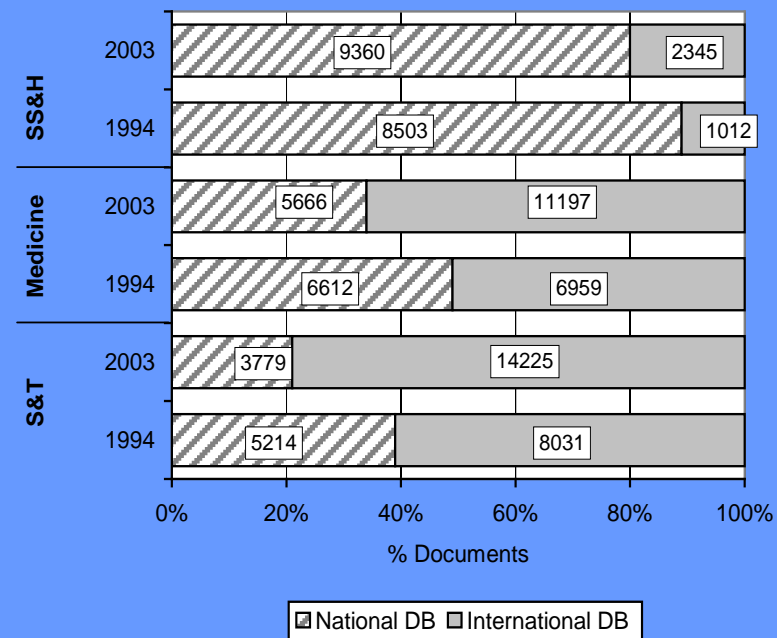
The present project focusses on a neglected population of EAL writers, Spanish researchers, and advocates for a critical pragmatic approach that addresses access and difference simultaneously. Thus the project highlights the importance of giving priority to those aspects of ERPP writing with which specific groups of Spanish researchers tend to have difficulties when communicating with an international audience (the intercultural perspective). Additionally, based on revealing results from Spanish-English crosscultural studies of academic discourse, the project seeks to explain some of Spanish researchers' writing problems by virtue of the contrastive rhetoric hypothesis, according to which writers from different cultural and language backgrounds have distinct preferences for articulating messages with share a similar purpose (the crosscultural perspective). It is believed that raising Spanish researchers' awareness of crosscultural differences in ERPP writing related to audience types (national/local versus international) will help them to produce more successful texts in the eyes of English-medium journal gatekeepers.

Convinced that this type of research would benefit from interdisciplinary collaborations, the ENEIDA (Spanish team for Intercultural Studies of Academic Discourse) research group was officially set up in 2010. It consists of researchers with background and expertise in supplementary research fields from one Spanish research-only institution (the CSIC), four Spanish universities (Universidad de León, Universidad de La Laguna, Universitat Jaume I and Universidad de Zaragoza) and three foreign universities (The University of London, The University of Michigan and the Open University). The first phase of the ENEIDA project on "Rhetorical Strategies to Get Published in International Journals from a Spanish-English Intercultural Perspective (I)" (Ref.: FFI2009-08336) sets out to collect relevant data to investigate Spanish researchers' writing difficulties publishing in English-medium international journals and to carry out various needs analyses vis-à-vis ERPP by means of a large-scale confidential online survey. The present paper justifies the need for carrying out the ENEIDA project and for bringing the ENEIDA research group together.

The increasing move towards publication in English by Spanish researchers

- Spanish researchers are gradually moving towards publishing their research results in international journals
 - International publications by researchers at the CSIC tripled from 1990-1992 to 2004-2006 (Gómez et al 2007) (Translated in Moreno 2011)
- This trend is not the same for all disciplinary areas in Spain as a whole?
 - It is less marked in the Social Sciences and Humanities (Gómez et al. 2006)
 - Even in these areas, a 25% of research publication is expected in English in the near future

Figure 1. National/international orientation of diverse knowledge areas in Spain



Sources: International Data Bases SCI, A&HCI and SSCI. National Data bases ICYT, IME e ISOC. Data elaborated at CINDOC.
 Note: The bars indicate the absolute number of documents.
 (This is a translation of Figura 1 in Gómez et al. 2006)

The increasing demand for courses in English for research publication purposes (ERPP)

Institution	Initial year	Framework for course	Course name	Disciplinary field	Duration
University of Córdoba	1984 (* 1987)	Acciones Integradas research project	ESP course for science researchers	Science	10 h. (*2)
University of Zaragoza	1997 (every two years)	ICE (Education Sciences Institute)	Estrategias de Escritura Académica en Inglés	Science and technology, mainly	25 h. Approx
Jaume I University	1999 (every two years)	Language Services Centre at the university	How to write research articles in English	Mixed: all fields at the university	20 h.
CSIC (Madrid and Barcelona)	2004	Continuing professional development plan	Inglés científico (IC)	Unspecified	20 h
	2007		IC: intermedio/ Avanzado		20 h
University of Zaragoza	2006	University internationalisation programme	Curso de Escritura Académica en Inglés	Business and Economics	30 h.
University of La Laguna	2005-2007	Staff training programme	Publishing skills in English	Psychology	30h
University of Zaragoza	2008 (*in press) 2008-2009	Centre for Academic Writing in English for the humanities Staff training programme en diferentes	Curso de Escritura Académica en Inglés	Humanities	20 h.
			Curso de Escritura Académica en Inglés	Social sciences, biomedicine, engineering	30 h.
University of Barcelona	2008	Continuing professional development plan	Habilitats de publicació científica per al PDI	Pedagogy, social work	30 h.

Table 1: First courses in English for Research Purposes for Spanish scholars in Spain
 (* = published experiences) (Moreno, 2011)

The need to reflect collectively on the pedagogical options available for future ERPP courses in Spain

- The pragmatic approach to EAP teaching
 - concerned with facilitating access
- The critical approach EAP teaching
 - concerned with difference and with questioning mainstream practices
- The critical pragmatic approach EAP teaching
 - A synthesis of both approaches
 - Harwood and Hadley (2004) propose to raise awareness of disciplinary differences
 - Moreno (2010) proposes to raise awareness of crosscultural differences within the researchers' own discipline and prioritise addressing participants' real difficulties

The need for more intercultural research into ERPP

- Moreno's (2010) proposal:
 - a. To identify the most recurrent text difficulties Spanish researchers encounter in the publication process in English-medium journals (Kerans 2001; Burgess et al 2005, Curry and Lillis 2004), in contrast to their difficulties in Spanish-medium journals.
 - b. To disentangle the type of unintended rhetorical and interpersonal effects caused on the international reader by misusing, underusing or overusing certain rhetorical and stylistic features.
 - c. To reveal to Spanish researchers the minimum essential textual revisions associated with publication success in English-medium journals and the need for these revisions

The need to bridge gaps between crosscultural and intercultural studies of ERPP

- d. To understand the causes of Spanish researchers' real difficulties writing in ERPP rather than investigate what we think may be a problem
 - To investigate further
 - the CR hypothesis (Kaplan 1966, 2001; Connor 2004a,b) in a different light, i.e., focusing on what we know is actually causing difficulties to get published in English-medium journals in comparison to Spanish-medium journals (thus bridging the gap) and
 - whether transfer of rhetorical and stylistic features that are appropriate in Spanish-medium journals but are different to what is expected in English-medium journals is what is causing some of their difficulties writing in English (as L2)
 - what explains the differences ?
- e. Relevant and useful to transfer these explanatory intercultural and crosscultural results to Spanish researchers. But what do they think?

Some problems with researching the CR hypothesis in this new light

- Problem 1
 - It would require a parallel investigation of researchers' difficulties in the publication process in English- and in Spanish-medium journals (never done before)
- Problem 2
 - It would require to research into the specific difficulties of relatively homogeneous groups of researchers (challenging: a large team of coordinated researchers needed)
- Problem 3
 - It would require researchers' collaboration to provide the project with crucial data (perhaps possible, but costly)
- Problem 4
 - The CR and transfer hypotheses might not explain some of their writing difficulties getting published in English-medium journals (more complex than it looks because...)

The need to take into account other likely factors

- Other factors affecting learning to write and writing in ERPP that need to be taken into account
 - sociodemographic factors (e.g. age, gender, scientific field, type institution working for)
 - the actual researchers' first language
 - their research qualifications
 - their level of proficiency in English (as L2) and in Spanish (as L1) for academic and for general purposes
 - their motivations to target different audiences
 - their attitudes and feelings towards writing research for English- and in Spanish-medium journals
 - their preferred writing strategies in English (as L2)
 - their previous publication experience and difficulties both in Spanish and in English-medium journals
 - their learning modes and preferences, ...

The need for a large-scale confidential online survey

- To collect information about...in an economical and quick way:
 - A great number of Spanish researchers
 - Relevant variables characterizing them
 - Their training needs vis-à-vis ERPP
- To register the data automatically in a database so that it can later be used to establish links with other types of data
- To obtain consent from voluntary informants to be contacted again in order to participate in further phases of the research

The need for a multidisciplinary team

- With expertise and sound background in
 - Applied Linguistics
 - EAP teaching and research
 - Analysing learners' interlanguage/errors
 - Genre analysis of academic discourse in English and Spanish
 - Research methods in crosscultural studies of academic discourse
 - Research methods in intercultural studies of academic discourse
 - Ethnographically-oriented methods for the study of academic discourse and of the research activities of Spanish scientists
 - Survey research
 - Sociopsycholinguistics
 - Sociology
 - Corpus Linguistics
 - Computational linguistics (to design tailor-made software)
 - Designing computer applications for survey research
 - Statistics
 - Edition of scientific journals (including electronic ones)
 - Peer reviewing and author's editing of research articles for scientific journals;
 - Experience as members of journals' scientific committees and editorial boards in various fields

The *ENEIDA* research group

Spanish Team for Intercultural Studies of Academic Discourse

- **Principal Investigator:**

- Ana I. Moreno



- **Expert consultants:**

- Iteah Sachdev John Swales Theresa Lillis



- **Researchers:**

- Jesús Rey-Rocha
- Ramón B. Rodríguez



- Sally Burgess
- Pedro Martín-Martín



- **Technical staff for phase 1 (ULE-CSIC):**

- Irene López Navarro

- M^a Lluisa Gea Valor



- **Other collaborators:**

- Expert informants (ULE, CSIC, ULL, UJI, UZ)
- José Manuel Rojo, Belén Garzón, Almudena Mata (CSIC)
- CESGA, Santiago de Compostela
- Gregory Garretson (Lingua Sapiens)
- EPOs:
 - MET (Mediterranean Editors and Translators)
 - Bitext, Madrid

- Rosa Lorés-Sanz
- Pilar Mur-Dueñas
- Enrique Lafuente



The ENEIDA project

Rhetorical Strategies to Get Published in International Journals from a Spanish-English Intercultural Perspective (I)

Major aims:

To collect data from multiple interrelated sources so as to pave the way for investigating Spanish researchers' writing difficulties publishing in English-medium international journals from intercultural and crosscultural perspectives and for carrying out needs analyses of homogeneous groups of Spanish researchers vis-à-vis training in ERPP before designing ERPP courses/resources.

Phase 1

To create a database of Spanish researchers' difficulties writing research articles for publication purposes in English and in Spanish (including relevant variables affecting writing and learning to write in both languages) and their training needs: the ENEIDA Database.

Phase 2

For crosscultural studies, to create a database of matched sets of exemplar articles published in textually comparable English and Spanish-medium journals marked up with relevant variables and tagged for their rhetorical structure and more specific discourse functions

Phase 3

For intercultural studies,

- To create a database of Spanish (as L1) and English (as L2) 'text histories', including submitted manuscripts, the corresponding peer review texts, editorial correspondence, ...
- To collect information by means of 'talk around text' questionnaires and/or interviews with a sample of authors, reviewers and journal editors

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