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English in academic and research setting: discourse community, genre analysis and academic english programs towards European complied programs and research papers

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Abstract

This research paper intends to bring out a clarification of English used for academic purposes and the role of it in scientific research. Nowadays, English is an international endeavor of many fields of study; therefore, this paper investigates various international models in use and offers a model which is applicable to practical situations and settings, such as the teaching of English for Academic Purposes within research settings.

Firstly, the paper is widely focused on the role of English in research and the implication of discourse community, different genres and academic English programs.

Secondly, since English is the major communication and research language, the ability to write research papers in English is a major goal of tertiary education and it is the focal point of the researchers of different fields of study. Particularly, the research explores genre analysis that adds the understanding of how language is used within a specific situation and setting. Respectively, this research investigates the analysis of academic English writing/research papers and the impact of the direct translation and language transfer from L1 to L2. Hence, many research papers have been analyzed based on the English for academic purposes criteria and, the transmitting of the correct message by not using direct translation.

Finally, in this paper has been clarified the use of English in academic and research setting. The analysis of the translated research papers in English shows that regarding the issue of academic English remains a gap for further development and improvement. By exploring and explaining the role of English in research and the analysis of genres, discourse community and academic English, this study offers models and practices compiled to European standards criteria of proper use of

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English in research setting and academic writing.

Key Words: Academic, English programs, genre analysis, discourse community, translation.

Introduction

Generally, the role of English in research is immense considering the fact that the language of the conferences and journals is predominantly in English. But, the focus is not only on the direct message transmitted word by word, because the understanding and comprehension of the text idles away. So far, in Kosovo public universities, many conferences have been organized as well as a considerable amount of research papers have been published, all of these in English and some of them include impact factor. Yet, almost no researches have been done to study the ways of translating such papers from Albanian to English language. Hence, the main aim of this paper is to bring out and highlight some of the issues concerning English in an academic setting as a language used in different contexts and fields of research. Also, another focal point is the translation and adaption of the texts.

Additionally, in recent years the concept of English language has been increasingly emphasized in academic setting, firstly by analyzing the genre, which relates work in sociolinguistics, text linguistics and discourse analysis to the study of specialist areas of language used in research papers.

As regards to discourse community, discourse analysis deals with the study of the ways in which [language](#) is used in [texts](#) and [contexts](#). Developed in the 1970s, the discourse analysis "concerns itself with the use of language in a running discourse, continued over a number of sentences, and involving the interaction of speaker (or writer) and auditor (or reader) in a specific situational context, and within a framework of social and cultural conventions" (M.H. Abrams and G.G. Harpham, *A Glossary of Literary Terms*, 2005). While this research paper elaborates writing in an academic setting that should be defined the way how the language is used and the translation is adapted to the context.

Also, in 1990 a publication by Swales has been to play a leading role in linking language learning and discourse, particularly in the context of LSP, namely Genre Analysis: English in Academic and Research Settings. His definitions of the characteristics of a discourse community include participatory mechanisms of intercommunication, mastery of a specific lexis, and the use of one or more genres. More importantly, for Swales a defining characteristic of a discourse community is "a threshold level of members with a suitable degree of relevant content and discorsal expertise" (Swales 1990: 27).

While, the analyzed journals include papers from various academic settings and fields of study, have been involved more than one genre and diverse levels of interpretation and intercommunication. In order to identify such points properly, a professional translation is more than necessary.

According to (Hyland, 2003), genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. Hence, the role of translators and editors in such cases is not only to use the words, but to transmit the message by regarding the situations and specific academic contexts. In academic genres are included: research articles, conference proposal, business report, grant application, letter to the editor, reference letter, MA dissertation, lecture, seminar. Regarding genre analysis, more importantly, in the genre of research articles, the understanding should be adjusted by following the steps as in the CARS Model defined by (Swales, 1990);

The following Swales' Three-Move Model for Introductions is based upon an empirically-derived model of how "real-world" research article introductions commonly proceed. Note that it is not a set of *rules*, but rather something of a *guide* as to what readers of research articles and academic essays are likely to expect (and find), a set of patterns in introductions that facilitate their reading and comprehension. You might think of each "move" below as a kind of verbal action—a "move" a writer will make to have a particular effect on the reader. By constructing an introduction more or less along these lines, you ensure your reader has enough information to follow your essay and make use of the information it contains.

Move 1 Establishing a territory

In this opening move, the writer may do one or more of the following to broadly sketch out where the subject of his/her essay falls—the "big picture"

- Point out the importance of the general subject
- Make generalizations about the subject
- Review items of previous research

Move 2 Establishing a niche

In this move, the writer then indicates to the reader the particular area of the broader subject that the essay will deal with. This can be done using one or more of the following:

- Make a counter-claim, i.e. assert something contrary to expectations
- Indicate a gap in the existing research/thinking
- Raise a question about existing research/thinking
- Suggest the essay is continuing a tradition, i.e. it is following in the footsteps of previous research/thinking

Move 3 Occupying the niche

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In this move, the writer then sketches out exactly what this particular essay or research will accomplish in relation to move #2, and gives the reader a sense of how the essay will proceed. In general, each of the steps below will appear in this move, in order:

- Step 1: Outline the purpose of the essay, or state the research that was pursued
- Step 2: State the principal findings of the essay—what the reader can expect the essay/research will have accomplished for them by the time they get to the end
- Step 3: Indicate, roughly, the structure of the essay—what will appear in it and in what order

As mentioned above on, regarding the conceptualization of discourse community, (Swales , J. 1990, pp, 471- 472) proposed six characteristics that are necessary and sufficient to identify a group of individuals as a discourse community: 1. A discourse community has a broadly agreed set of common public goals; 2. A discourse community has mechanisms of intercommunication among its members; 3. A discourse community uses its participatory mechanisms primarily to provide information and feedback; 4. A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims; 5. In addition to owning genres, a discourse community has acquired some specific lexis; 6. A discourse community has a threshold level of members with a suitable degree of relevant content and discorsal expertise. Understanding the sixth characteristics of discourse community may increase the validation of the translation or may serve as benchmarks in a research.

Another focal point is translation methods, where, more and more there seem to be a general agreement that the method of back-translation is much more effective than direct translation. In direct translation, the original content is developed in the source language (L1) and then directly translated into the target language (L2) with little or no checks or validation of the translation. Consequently, the translation is essentially left to the discretion of the translator and depends wholly on his judgment and competency. More often than not, this approach may yield considerable errors in meaning and comprehension because of the lack of core subject/research knowledge.

Finally, there are many European models and frameworks available to facilitate writing a scientific paper in English. The most recent book that was updated by European Commission Directorate-General for Translation called “English Style Guide“(A handbook for authors and translators in the European Commission, 2015) is intended primarily for English-language authors and translators, both in-house and freelance, working for the European Commission. But now that so many texts in and around the EU institutions are drafted in English by native and non-native

speakers alike, its rules, reminders and handy references aim to serve a wider readership as well. Therefore, this book provides a standardized criterion for using English in the research and academic setting. It includes many language and linguistics issues that are practical and could be a proper guide towards European standardized research papers and academic writing framework.

Research Methodology

In order to compile the data for this research, fifteen scientific journals have been analyzed. All the research papers that have been published are from the conferences of the main public Universities in Kosovo from 2010 to 2014. This research is mainly analytical, where, have been analyzed the translated research papers from Albanian to English. The main focus has been on: genre analysis, discourse community and context, direct translation and language transfer L1 to L2 and appropriate academic vocabulary used. It has been included the secondary data and all the sources and research papers used are published.

Research Findings and Discussion

The results of the analyzed data have proved that there is a gap when it comes to writing or translating a research paper in English. Based on the collected data from the scientific journals of public universities in Kosovo, most of the papers lack the real transmitted message and the text remains incomplete and in some cases ambiguous. From a semantic viewpoint the concepts of a research underlying the L1 constitute a source of transfer that could be 'transferring ideas to nowhere' or 'transferring ideas to somewhere'. That could be explained as transferring the main points properly from L1 to L2, or transferring a vague text that directs to hiding research importance. Hence, language is a key factor in a research setting and has a powerful impact on the convenient translation and content. The avoidance of using a translation machine or online translation program immediately would increase the translation quality in research. Respectively, professionals are knowledgeable and familiar with the translation process, particularly, identifying genre analysis and the academic context in which the research is taking place. But, the researchers should be aware of the difference between general English and English used for academic and research purposes. Based on the data, the conference participants do not receive any feedback or critical appraisal after sending the full papers. That hinders the improvement of researching quality in general and specifically the English version of the papers. Hence, a feedback overview is a 'must' regarding research papers before the publication.

Table 1. The use of specific academic English within a research setting by including

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genre analysis, discourse community and language transfer.

Language Transfer L1 to L2	Genre Analysis	Discourse Community & Context
In a majority of the research papers (75%) have been used a direct translation or literal translation instead of a back translation technique. The language transfer has been made directly from L1 to L2 by interfering in the meaning and comprehension.	Regarding the applied linguistics and the genre of English for Academic purposes, in many of the papers academic vocabulary and terms hardly have been included.	Organized groups to foster intercommunication in various academic contexts. The researchers are not knowledgeable enough to identify discourse community and its importance in research setting.

Furthermore, the opportunity of Kosovar researchers to publish papers in international research setting and conferences is increasing more and more nowadays. Yet, from the data collected and analyzed, it could be claimed that many texts translated from Albanian to English have a vague meaning, what hinders identifying the understanding and how language is used within a specific situation. The importance of the clear content should be highlighted in the research papers rather than using literal translation. Additionally, while direct translation is still characteristic of a great deal of research, there are several problems associated with it. The translator or researcher may not be sufficiently skilled in one or the other of the languages he is working in, he may not be representative of context or discourse community that has been surveyed, and he may, by reason of his own experience, have peculiarities of word use and understanding of the content. While few translators work without any checks and feedback on their work, perhaps showing the translation to a friend or colleague, these checks are often unsystematic and inadequate, resulting in a high probability of inconsistencies going undetected through the research papers.

To conclude, discrepancies between the original and the back-translated version of the research paper may be the result of non-equivalence of specific terms or because the original version in Albanian was inadequate. But, what most hinders the process of conveying a research paper message to English is the lack of Academic English knowledge.

Conclusions and recommendations

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To conclude, there are many issues that should be raised and expanded regarding English in an academic and research setting. Despite the fact that many of the participants in such conferences have a PhD degree or at least an MA degree, it does not mean that, they do not need feedback of their work. Based on the analyzed research papers and journals that have been organized by public universities in Kosovo so far, the lack of sending feedback after receiving the full papers is obvious. All the papers included in such journals need a close professional eyesight and checking, considering the fact that the researches are done using various genres and in diverse discourse communities as well as different academic contexts, even though, the researchers are professionals in their field of study. More importantly, to avoid unnecessary and continuous language and applied linguistics errors, that should be an appropriate way to enhance English in an academic setting. Except sending feedback, in such cases could be started by organizing training and courses related to English for Academic Purposes or English for Specific Purposes. Besides that, training of the academic staff in the field of academic writing and orthography courses would be useful. Also, it should be emphasized the importance of ESP or EAP during the first cycle studies, that currently is at the inception stage at the public universities in Kosovo. In order to have idiosyncrasy in the translated research paper is needed a committee of bilinguals and professional translators. More importantly, in deciding which technique to use, the overall design and the goals of the study need to be taken into consideration, and the potential benefits of the research need to be weighed and transferred properly from Albanian to English language.

On the other hand, a limitation of the current study was the small, non-probability sample of convenience including only second data. Due to the lack of first data, this study should be expanded by a comparison between the first and second data. Hence, the size, convenience, and homogeneity of the sample limit the generalizability of this study. Another limitation was that the measurements and intervention were made without blinding of the researcher to the experimental group, for instance, the lack of quantitative techniques and methods, which has the potential for bias. However, potential bias was minimized by the analyzed research papers of participants and the following of standardized European Model for research and academic setting.

Finally, the findings of this research paper based on the facts of the second data, offers a clear description of the English in an academic setting and its lacks and shortcomings, by providing recommendations for further improvement of English within the academic context towards European standards criteria of proper use of English in research setting and academic writing. There is much to be done in

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enhancing the quality of scientific journals, particularly, working on the translation process by avoiding non-professional or literal translation and increasing the use of academic English in the research setting.

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