CONTENTS / СОДЕРЖАНИЕ

Triptych Approach: Cognitive, Social and Linguistic Perspectives for Analyzing Academic Writing

Ana Pujol Dahme[a],
Valentina A. Kononova[b]* and Liliana Tolchinsky[a]
[a]Universitat de Barcelona
585 Corts Catalanes, Gran Via de les,
08007 Barcelona, Spain
[b]Siberian Federal University
79 Svobodny, Krasnoyarsk, 660041 Russia

Academic writing has several functions and allowing the integration of their members into different discourse communities is one of them. Students have to cope with the specialized language of their discipline from the very first steps of their educational path. The overall aim of this paper is to review some studies on the research article; we will focus on argumentation frameworks to assess their strengths and weaknesses for knowledge representation, and also two main approaches based on discourse analysis. One of them studies the internal organization of texts by means of qualitative methodologies. And the other approach focuses on language use; studies of this kind have been quantitative on a large scale, based on corpus methodologies.

In doing so, first, we highlight some gaps in the literature, and second, we attempt to show, that what we call a triptych approach to the analysis of academic writing can shed some light on the structure of the argument, the organizational pattern and the linguistic features of scientific texts written by students.

Keywords: triptych approach, academic writing, research article, argumentation, moves, clusters.

> Circe gave the potion to the sailors of Ulysses turning them into pigs,
> who forgot their homeland, the ability to argue (Bordes, 2011).

Academic writing has several functions: communicative, epistemic, dialogic, and constructive of social identity and social integration. The communicative function of writing allows people to discourse together, informally or formally, through publishing works in different media that persist over time (Bazerman, 2005). In an academic context it involves the transmission of knowledge to other members of a specific community, e.g. scientific community (Swales, 1990, 2004).

Academic writing also opens a problem space functioning as a tool for learning more, an epistemic tool. Writing transforms and builds

* Corresponding author E-mail address: v.kononova@mail.ru