Constructing Interpersonality: Multiple Perspectives on Written Academic Genres

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Newcastle-upon-Tyne: Cambridge Scholars, 2010. ISBN (10): 1-4438-1981-6; ISBN (13): 978-1-4438-1981-7.

Edited by Rosa Lorés-Sanz, Pilar Mur-Dueñas and Enrique Lafuente-Millán, the book *Constructing Interpersonality: Multiple Perspectives on Written Academic Genres* represents the physical outcome of some of the best contributions presented in the International Conference on "Interpersonality in Written Academia Discourse: Perspectives across Languages and Cultures". The conference, which took place in Jaca in December 2008 (University of Saragossa, Spain) was initiated and organized by the research Group InterLAE.

Encroaching on different trends in the analysis of written academic discourse – among them contrastive rhetoric (Connor, 1996), academic discourse (Hyland, 2009), evaluation (Hunston & Thompson, 2001), and genre (Swales, 1990 & 2004) – the papers included in this volume approach the issue of reader-oriented view of writing (Hoey, 2001), social interaction or interpersonality (Hyland, 2004 & 2010; Flottum, 2007) in a wide range of disciplines such as business organisation, economics, law, linguistics, literature, medicine, psychology and physics, from different angles and perspectives. Apart from the research article, which is the main focus of the volume, the list of other analysed academic genres is equally large (abstracts, book reviews, referee reports, electronic popularizations, academic weblogs, student essays and conference handouts).

Four sections shape the book. The first one, composed by three chapters and entitled "Interpersonality at Work", provides a summary of the research undertaken under three European research groups on interpersonality in written discourse and functions as an introduction to the following contributions. The first chapter by LAFUENTE-MILLÁN, MUR-DUEÑAS, LORÉS-SANZ and VÁZQUEZ-ORTA is an overview of the cross-disciplinary,

cross-linguistics and cross-generic research carried out within the Spanish research project InterLAE (Spanish abbreviation for *Interpersonalidad en el Lenguaje Académico Escrito*). In the second chapter GOTTI offers a cross-disciplinary and cross-linguistic study of the presence of identity in academic texts written in English carried out by the Italian research group CERLIS (Italian abbreviation for *Centro di Ricerca sui Linguaggi Specialistici*). In the third chapter DAHL undertakes a comparative analysis of research articles in economics and linguistics within the Norwegian research project KIAP (English abbreviation for "Cultural Identity in Academic Prose").

The second section, entitled "Summarising and Evaluating Research: Abstracts and Book Reviews", comprises four chapters. The first two chapters deal with abstracts. The first one (BELLÉS-FORTUÑO & QUEROL-JULIÁN) analyses the presence of evaluative elements in English and Spanish medical abstracts, whereas the second one (BURGESS & MARTÍN-MARTÍN) adopts a diachronic perspective to investigate interpersonal features used by Spanish scholars when writing English abstracts in the fields of linguistics and psychology. The remaining two chapters focus on book reviews. The first one (GEA VALOR) carries out a cross-generic analysis of author's voice markers in academic and non-academic book reviews in the field of literary studies, and the last chapter (MORENO & SUÁREZ) focuses on evaluative elements present in English and Spanish book reviews in the field of literature.

"Presenting Research: Research Articles" is the title of the four chapters contained in the third section. As its name suggests, it solely deals with the "pre-eminent genre of the academy" (Hyland, 2010: 117). The first paper (BREEZE) analyses the writer's presence in research article introductions in political communication, while the second article (HILTUNEN) investigates the syntactic interpersonal features in the disciplines of law, literary criticism, medicine and physics. The third paper (RESINGER) adopts a cross-linguistic perspective (English, German and Spanish) to explore the degree of certainty, probability and assumption, in research article discussions in the field of ecology. The last contribution (TUTIN) in this section analyses evaluative adjectives in French research articles from a cross-disciplinary approach (economics and linguistics).

The fourth part of the book, entitled "Writing around research: Genres in the periphery", comprises seven chapters and focuses on less researched academic genres. The first paper (FORTANET-GÓMEZ & RUIZ-GARRIDO)

adopts a cross disciplinary perspective (linguistics and business organisation) to explore interpersonal devices in referee reports. The second contribution (HERRANDO-RODRIGO) compares the role of engagement and self-mention devices in research articles and electronic popularizations in the field of urology. The following paper (LISCHINSKY) analyses the semantic and pragmatic strategies used when writing titles in popular management books. The fifteenth chapter (LUZÓN) investigates authorial presence in academic weblogs, whose main role is to establish, maintain and strengthen relationships in academic communication. The chapter that follows (MURAWSKA) demonstrates that impersonality and objectivity predominate over personal involvement (both of researcher and patient) in medical case reports, whereas the next contribution (PETRIC) explores the conception of authorial voice held by Master student writers in the field of genre studies. Finally, chapter eighteenth (YAKHONTOVA & MARKLEVO) analyses the use of interpersonal features such as self-mention markers and hedges present in conference handouts in the field of applied linguistics.

The result of all these contributions is an excellent monograph that provides an authoritative and updated panorama of a growing issue of interest in the field of linguistics in general, and in EAP and LSP fields in particular. Nevertheless, and as it usually happens with all co-edited books, a certain lack of homogeneity and cohesion, as well as some overlapping between some sections may be appreciated. Some chapters might have been included in other sections as they study the same type of elements or genders. For instance, some papers included in the fourth section might have been included in the second one which deals with evaluation, in whose case the heading should have been slightly modified, or in the third section which investigates the research article. Some chapters are deeper than others; some data or figures are missing in some articles that have adopted a quantitative approach although this has surely been due to a lack of space or the need to follow the editing rules.

These minor flaws do not detract in any way the value of this brilliantly edited volume that succeeds in achieving the editors' aims which is to reflect the current popularity of the interpersonal component of scientific discourse in EAP and LSP circles. The wide range of frameworks, methodologies and orientations related to the interpersonal nature phenomena included in this volume allows us to reach a comprehensive and privileged insight into the array of studies on interpersonality and are

definitely of much practical relevance for anyone interested in teaching and researching in this growing area of interest.

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