ACADEMIC DISCOURSE AND WRITING IN THE REGISTER OF SPORTS

(Professional paper)

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Abstract

Academic discourse is a syntagm originating from the Anglo - American literature in which it occurs simultaneously with a sintagm scientific discourse, usually as its synononim. If in the forefront of our observations we set the content of discourse, then we can talk about the scientific discourse (as opposed to administrative, judicial, legal), while if our foreground observation are members of this discourse, then we talk about academic discourse. Also, it is considered that between the scientific and academic discourse there is no overlap completely, but that academic discourse is a broader scope of scientific discourse, and in addition to various forms of scientific discourse, it includes forms of writing such as student work, particularly in the field of sports science, (seminars, written examinations, compositions and essays at the university level), as well as writing requests for funding of scientific projects, which are important in the recent Anglo - American literature.

Keywords: *student work, sports, competence, sports articles, seminars, written examinations, compositions, essays, panel discussion, university lectures, formal speech, toasts*

INTRODUCTION

Among the academic oral communications, in addition to those listed by Stojanović, (2002), one should add another one, the panel discussion, while the university lectures, formal speech on the occasion of the jubilee, toasts, etc., which Stojanovic incorporates into the scientific style, should rather be considered as academic discourse, than the scientific one. We believe that the academic discourse can be viewed from two aspects: as a genre specified discourse and as a persuasive discourse. It should be emphasized that these two aspects of academic discourse are mutually correlated since each genre uses specific resources that contribute to its persuasion, and also persuasive agents are determined in relation to the genre in which they are to be used.

Classification metadiscourse model of Vande Kopple

Classification metadiscourse model of Kopple (1985), is a basis for many other classification metadiscourse models to be proposed by other linguists. Using binary division into textual metadiscourse and interpersonal metadiscourse the author claims that the latter represents in the best way "communication within communication". The group of metadiscourse elements with textual function, Vande Kople claims should include subgroups consisting of four types of metadiscourse elements:

Textual metadiscourse

1. Text connectives help readers recognize how texts are organized, and how different parts of the text are connected to each other functionally or semantically (e.g., first, next, however, but)

Third, the ADHD diagnosis rests on value laden, culturally specific judgments about behavioural or cognitive norms (Cooper & Jacobs, 2011).

2. Expressions to show temporal or logical relations in propositional contents: however, thus, at the same time)

However, the extent to which and the ways in which these cognitive characteristics contribute to presenting behaviours that are functional or dysfunctional is heavily influenced by the environment and experience (Cooper & Jacobs, 2011).

3. Expressions to remind the reader of already argued information (reminders):

As I noted earlier.

4. Expressions to announce manner of information (announcements):

I *will now develop the idea that.*

5. Expressions to reintroduce already stated idea or information which is "explicitly connected to the already given idea", for which the author uses the term topicalizers:

There are/is, as for, in regard to, in relation to.

In relation to an earlier point, this reminds us of the importance of the values and   attitudes (Cooper & Jacobs, 2011*).*

Code glosses help readers grasp and interpret the meanings of words and phrases (e.g., X means Y) - Author estimates if we need to define or explain a word, phrase or idiom, or specify the meaning used for a particular word or phrase. The most commonly used rhetorical functions are: defining, explaining, delimitation such as: x means y, thus these operations do not extend the propositional content of the text, but serve to assist readers in understand and interpret the text and can also be treated as metadiscourse markers.

1) Illocution markers Crismore and Farnsworth termed action markers, make explicit what speech act is being performed at certain points in texts which all serve to guide the reader in his understanding of a text. Thus the author indicates his action (e.g., to sum up, to give an example, I hypothesized that... to sum up, for example, my purpose is…).

The main purpose of this book is to draw attention to the best available evidence for determining which approaches to promoting the educational engagement of students with SEBD are most promising (Cooper & Jacobs, 2011)

 2). Narrators let readers know who said or wrote something (e.g., according to X).

Mrs. Wilson announced that, according to Jane,

Lev Vygotski continues to be the single most influential cognitive psychologist (Cooper & Jacobs, 2011)

Interpersonal metadiscourse

1) Validity markers assess the truth-value of the propositional content and show the author's degree of commitment to that assessment, i.e., hedges (e.g., might, perhaps), emphatics (e.g., clearly, obviously), attributers (e.g., according to X), which are used to guide the readers to judge or respect the truth-value of the propositional content as the author wishes.

2) Attitude markers are used to reveal the writer's attitude towards the propositional content (e.g., surprisingly, it is fortunate that)

3) Commentaries draw readers into an implicit dialogue with the author (e.g., you may not agree that, dear reader, you might wish to read the last section first). These are used to:
- discover our personality
- estimate ideational material
- react to the propositional content

Generally speaking these elements help the author to create the addressing, whatever this tone is, arrogant, or debatable such as:

It is beyond the possibility of rational thought to believe that my view is wrong...

Or the tone of indeciveness:

In my opinion, it is perhaps somewhat possible that, at least in some cases...)
or kindness:

Understand, please: if you can't identify some of these, I don't think it is necessary that you turn in your grade-book and forego your citizenship.

Markers of validity, according to the author, are used to denote our estimate of the accuracy and reliability of the propositional content and to show to what degree we are confident in that assessment: in short, they express our attitude towards the validity propositional material to present to the reader. For this purpose, the authors of the texts use three groups of expressions corresponding to the three types of markers of validity.

The first group consists of expressions that the author of the text used to indicate their suspicion and concern about the objective accuracy and veracity of the materia presented to the reader. Vande Kopple called expressions of the author's enclosure ("hedges"), and they include a range of modal expressions, such as:

Perhaps, may, might, seem, to a certain extent, in the case of.

In the case of SEBD schools may receive support from specialist mental health services and social work departments (Cooper & Jacobs, 2011).

Another group of terms surves quite the opposite of the stated purpose: it allows the author of the text to emphasize and insist on the validity of the propositional content which is to emphasize what he really believes, or would like to persuade his readers to believe. This can be achieved by "emphatics" such as:

Clearly, undoubtedly, it's obvious that.

The third group of statements falls within the markers of validity which are syntactically far poorer than the first two are called attributors, and they contribute to the credibility of our claims or statements to prove attitudes of the renowned scholars from relevant scientific field or discipline.

According to Einstein,

In short, one could say that "attributers" have the function to increase the strength of the author's argument. The second group consists of interpersonal metadiscourse markers serving to reveal his attitude toward the propositional content as in the examples:

Surprisingly, I find it interesting that, it is alarming to note that,

I find it interesting that these follow up studies do not offer the benefit of comparative data (Cooper, Jacobs, 2011)

The third group of interpersonal meta-discourse involves author's comments, which according to Kopple (1984) represents the author's direct address to the reader, in order to draw in implicit dialogue with him. Author's comments indicate that he was aware of the use of text as a means of communication with the reader. The author can comment on the reader's possible moods, views and reactions to the presented material:

Most *of you will oppose the idea that,* to recommend the reading procedure:

*You might wish to read the last chapter first,*to introduce the reader to the text expectations:

You *will probably find the following material difficult at first.*

Kopple(1984) considers that "interpersonal and textual meanings play an important role in our linguistic

operations" and that seven groups of meta-discourse influence the success of the text that we write, and he therefore commits to publishing a manual which will focus on the comprehensive use of meta-discoursal markers. His pioneering work in the field of meta-discourse is primarily a result of the need to assist students in successfully mastering the techniques of writing compositions and essays in the field of their profession, as it soon became evident that students from different cultural and linguistic backgrounds use different meta-discourse markers. Thus, meta-discourse becomes focal point of interest to linguists who are engaged in the research of the contrastive rhetoric. Finally, to sum it up Vande Kopple's detailed classification of meta-discourse markers would look like this:

Textual metadiscourse
   1. Textual Markers
   · Logical connectives *(first, next, in the third place)*
   · Sequencers *(at the same time, however, thus)*
   · Reminders *(as I noted earlier)*
   · Topicalizers *(there are /is, as for, in regard to)*
   2. *Interpretive Markers*
   · Code Glosses
   Illocution Markers
   · *Announcements* (/ *will now develop the idea*)
   Indicators of assumption source *Mrs Wilson announced that, according to Jane...*

Interpersonal metadiscourse
   Markers of validity
   3. Hedges (epistemic certainty markers) (perhaps, may, might, seem, to a certain extent)
   4. Certainty Markers (epistemic emphatics) (perhaps, may, might, seem, to a certain extent)
   5. Attributers (according to Einstein)
   *6. **Attitude Markers** (surprisingly, I find it interesting that, it is alarming to note...)*
   7. Commentary (most of you will oppose the idea that), (you might wish to read the last chapter first), (you will probably find the following material difficult at first).

Such a pedagogical "grammar" will help students, especially students of sports, to adopt academic writing skills because they have to deal with the technical language of sports and athletic activities on a daily basis and since homework, analysis, and later on the first sci-entific papers are to be written, knowledge of scientific academic discourse will surely give students skills to become true and competent members of the academic discourse community in the field of their profession-physical education and sport.

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