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| <u>For a long time the idea has been around that</u> the 'spirit' of a language exerts a formative influence on its speakers and writers. First voiced explicitly by German philosopher Karl Wilhelm von Humboldt as far back as the early nineteenth century, it may be seen as a natural extrapolation of the view that, as the Count de Buffon had it, 'le style est l'homme même' (Dournon 1994: 394). <u>There is, accordingly, a long tradition of investigating</u> lexico-syntactic difference between languages, a tradition which can be traced back to such 19th century comparative philologists as Friedrich von Schlegel, Franz Bopp and the Brothers Grimm. | **1. Establishing a territory.** Claiming centrality<br>*Supporting evidence/ Reviewing past thought*<br><br><br>*More specific topic focus, continued* claims of centrality<br>*Alluding to previous thinkers interested in the topic* |
| Cross-cultural difference in thought and writing patterns, <u>on the other hand,</u> has <u>become a serious field of enquiry only</u> in the last twenty years or so. Two opposing positions have emerged, one stressing the universality of academic discourse (Widdowson 1979, Schwanzer 1981), the other postulating the culture-specificity of cognitive and textual structures (e.g. Kaplan 1966/1980, Clyne 1981, 1987, Galtung 1985, House 1997, Kachru 1983). I take issue with the first position here, thus favouring the second. | **1. Establishing a territory.** Narrowing in on territory where niche will be found *(only recently being filled, not yet settled). Main focus topic: cross-cultural differences in thought and writing*<br>Claiming centrality *(two already established camps indicate a hotly contested field)* & Topic generalizations & Reviewing items of previous research<br>**2. Establishing a niche** Question raising *(counter to widely held notion that academic discourse is homogeneous)* & Continuing a tradition *(aligning with culture-specificity camp)* |
| Universalists such as Widdowson (1979: 51 ff.) start from the assumption that, since scientists all over the world use the same concepts and procedures in their work, science constitutes a 'secondary cultural system' which is detached from the primary linguacultures. As a result, he argues,<br>    <u>the discourse conventions which are used to communicate this common culture are independent of the particular linguistic means which are used to realize them.</u><br> <u>There is little quarrel with</u> the general premise here, <u>yet</u> Widdowson's status as an ESL specialist with, <u>perhaps,</u> little knowledge of foreign languages as well as his overreliance on 'hard' science texts <u>may have led him</u> to jump to a <u>somewhat incautious</u> conclusion. <u>While</u> there are good reasons for positing syntactic and stylistic universals characteristic of scientific discourse – such as passive constructions or nominalisation – such an analysis is far too superficial. <u>A moment's reflection</u> suggests that general cross-linguistic constants of this kind exist in any sub-language. Thus, parodying Widdowson's line of argument, we might say that turn-taking, hesitation and imprecision are universal features of colloquial speech. | **1. Establishing a territory.** Reviewing items of previous research.<br>*Elaborating background to the opposing camp's viewpoint in order to re-state own position counter to it more meaningfully*<br><br><br>*Quotation (rather than e.g. paraphrase) is given as it is the key claim countered by the author, and animates the argument by bring the voice of the opposition to the fore. The "quarrel" of the succeeding sentence continues this more personal, argumentative vein.*<br>**2. Establishing a niche** Question raising. *Elaboration of why the opposing camp is wrong.*<br>*The sentence "There is little…" wraps in the softening tones of hedging language a barbed response to the universalism of Widdowson. "While there… " give a oncession…*<br>*… but not of much.*<br><br>*Final dispatch of the opposing camp's position by the further barb of parody.* |

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| In fairness to Widdowson, <u>however</u>, it must be pointed out that, when setting up his thesis, he probably had in mind only exact sciences such as physics or chemistry, where there is indeed a greater degree of rigidity in discourse conventions, especially as far as textual macrostructure is concerned. <u>However,</u> other disciplines claiming science status, such as social psychology (see Hutz 1997) or sports science (see Trumpp 1998), have remained averse to abandoning culture-specific patterns. It will come as no surprise, then, that Widdowson's thesis has been challenged and<u>, at least to some extent</u>, disproved by a number of later studies. <u>These show that</u> classification by academic disciplines and text types yields a more subtly differentiated picture of cross-cultural difference. | **2. Establishing a niche** Indicating a gap. *W. does not address academic disciplines more widely than exact sciences.*<br><br>**2. Establishing a niche** Continuing a tradition. *Citation of those who have looked in a culture-specific way at other disciplines.*<br><br>*No hedging for thesis statement: Understanding variation according to discipline and text type is and remains vital to discern cross-cultural difference more finely [implicit is that these differences are worth preserving].* |
| <u>The present article looks at</u> some of the major relevant studies, <u>moving from</u> general assumptions about culture-specific thinking styles (Section 2) <u>to</u> the more specific issues of academic writing (Sections 3 and 4). <u>The concluding</u> sections 5 and 6 discuss issues surrounding <u>the preservation or abandonment of the current plurality of academic cultures and their implications for composition and translation teaching.</u> | **Move 3. Occupying the niche** Step 1a Outlining purposes & Step 3. Indicating article structure<br>[There is no Step 2. Announcing principal findings. *The article is more a summary and evidence-based development of the findings and claims of previous articles, esp. Galtung., and not in itself an account of original research*]<br>*Thesis statement part 2: keeping or abandoning the plurality of academic cultures has impact on the teaching and practice of writing and translation* ["discuss issues surrounding" is a bit vague though! – what stance does the author take on whether e.g. cross-cultural differences are being eroded by the dominance of Anglo-Saxon writing methodology and teaching, or how the plurality of academic cultures might better be reflected and retained in composition and translation] |