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## REVIEW

**Carmen Pérez-Llantada:**  
***Research Genres Across Languages:***  
***Multilingual Communication Online***

(Cambridge: Cambridge University Press, 2021. 251 pages)

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The demands and policies of easier reproducibility of scientific methods, more transparent results and the ‘democratization of science’, combined with the advent of more sophisticated technologies and Web 2.0, have helped to facilitate scientific communication across local and global plurilingual communities. This has also enabled research genres to evolve to meet the new social needs and respond to the collapsing of contexts on the web. However, divergences, complexities, and diversity of genres in the multilingual research world are under-researched in facing this changing landscape. The book under review, *Research Genres Across Languages: Multilingual Communication Online* by Carmen Pérez-Llantada, published in 2021, is a timely book which aims to focus attention on genre change, innovation, remediation, and interdependence in multilingual genre-mediated science communication, highlighting its dynamism and evolutionary nature and providing an updated overview and critical account. Moreover, the author sets out to explore and bring into the foreground genre activity in diverse languages in online science communication rather than in a specific language or offline.

In the fast-changing technological and scientific scenarios, this book helps us think profoundly about traditional genres and the constantly emerging digital genres. It crystallizes a broader understanding of the evolutionary nature of genres, genre diversification, add-on genres, genre hybrids, and issues of the multilingual genre in local and global research communication. This understanding leads us to the conviction that it would be more effective and efficient to disseminate and communicate science nowadays by deploying increasingly diverse genres.

The 251-page book is divided into seven chapters with 29 pages of references. With more than 400 pieces of literature cited, the book is summative and forward-looking in genre change and disappearance, issues in multilingualism, and the impact of linguistic diversity on science communication online in disseminating and communicating research. The analyses in this book draw on an explanatory sequential mixed-methods design to widen the focus to consider the causes and ramifications of context collapse on genre remediation and knowledge recontextualization. The author provides many insights on genre by revisiting its definition and using the ecology of genres to explain science communication online. She also offers detailed argumentation and exemplification of the evolutionary nature of genres, translingual practices and polylinguaging, skills required to construct specific genres, and the pedagogical approach to foster these skills.

Chapter 1, “Research Genres in Context”, sets the scene of this book, adopting in-depth theoretical enquiry to contribute to and explain research genres in a highly globalized and digitalized multilingual world. The author states the overarching goal, aims, and two crucial issues of this book and elaborates on the reasons for researchers’ mobility and the connection with the mobility of language resources. This leads on to the view of English as a language-in-motion and multilingualism in research communication. Technological progress

and new social exigences extend the fledgling genres presented by core genres and add-on genres with the aim of effective knowledge production, dissemination, and communication and education of global citizenship via multiple digital channels. The author describes in detail the empirical research questions, methodology and corpus, quantitative and qualitative data sources to track genre transmediality and transmedial gradation before providing an overview of the book.

In chapter 2, the reader is guided through a systematic literature review and an explanation and analysis of an ecological approach to genres. The author revisits the generally-accepted seminal definitions of genres and some key theories in genre intending to respond to the newly web-mediated genrefied activity. She also argues that genres will evolve as new social purposes and action arise. In addition, she calls for analysts to have a broad understanding of the triple helix including co-text, intertext, and hypertext which will enable them to gain a more comprehensive understanding of the ecology of genres. By extending the traditional boundaries of genre, adopting the metaphor of ecology of genres, and coining the terms of 'language collusion' and 'language collisions', she provides useful avenues of exploration for genre hybridization and the scope of intergenreality and explains new phenomena and genre assemblages that help multilingual research communication online. It is necessary to envisage these changes or emerging genres, such as the core genre of a genre assemblage, add-on genres, generic hybrids, and genre webification, to understand social events, constructs, practices, and social actions in a plurilingual and multicultural research world.

Chapter 3 describes how research genres and systems act in a broader social perspective due to the affordances of Web 2.0. Special attention has been given to how researchers deploy various linguistic devices to communicate and disseminate their works in physical and online spaces to international and national audiences. The author indicates that genre theories could be employed as a robust framework to understand and construct enhanced publications because they can successfully showcase multimodality options and hypertextual possibilities. By using corpus linguistics methodology, which increases the validity of interpretations, she describes discrepant features and communicative purposes of remediated genres in the web environment compared with the traditional genres. More importantly, the chapter probes into the concept of generic hybrids and their multimodal and hypertextual features. These changes challenge the previous understanding of social interactions and genres in public science communication. Hence, the landscape of genres and genre-mediated activity in knowledge access and interaction between producers and consumers of science adapts accordingly in the contemporary world.

Chapter 4 shines the spotlight specifically on language-related aspects and the roles of English and its use in genre-mediated scientific communication and interaction. The author proposes a timely notion which considers research and academic settings as fluid communities, reflecting the issues and implications of translanguaging, polylinguaging,

and coalescence of languages, etc., in multilingual genre ecologies. In line with this, the corpus and ethnographic data progressively unfold the reasons for linguistic diversity and language variation, uncovering the fact that global science still faces the language barrier. This is a valuable demonstration of the importance of genres and the language repertoires and skills needed to compose various genres, especially the increasingly digital genres in different languages in order to adapt to social events and benefit societal welfare and sustainability. The detailed discussion on complex multilingual practices and the hierarchy of languages is thorough and many-faceted, clarifying that linguistic diversity is an effective way of combating English-only ideologies.

Chapter 5 builds on Johns's (1997) view of the socioliterate view of writing development and insights into other fields including second language acquisition and rhetoric studies. The innovative mixing of different views has the merit of leading to an insightful understanding of genres and multiliteracies. The author collects data through a survey to investigate writing approaches and resources used by respondents to compose genres in multilingual or monolingual languages and how generic interdiscursivity functions in the composing process. Another vital notion examined in this chapter includes biliteracy, which testifies to how the previous genre knowledge in one language transfers to another language. Given its prominent role in making scientific information more accessible to the general public, the multimodal digital genres composed by biliteral researchers are used for transmedial gradation and to reorganize information in a way that is more appealing, comprehensible, and rhetorical. All the above-mentioned call for educators to raise student perceptions of these salient changes and foster their abilities to analyze and develop the emerging genres to effectively engage with the public.

Chapter 6 focuses on genre-based pedagogical approaches that academics and researchers can adopt to create their language planning and teaching proposals. The pedagogy has four modules: regimes of genres, remediated and emerging digital genres, genres for public communication, and ecologies of genres (p. 163). The author gives a detailed description of the possible tasks pertinent to composing emerging digital genres and communicating science to the public. Overall, these tasks are very handy and refreshing concerning design modules and instructing students about multilingual and multimodal genres on the web. The authors suggest that emphasis should be placed on data-driven-learning tasks and the rhetorical consciousness-raising cycle. Particular praise should be given to her proposal of assessment methods and self-assessment reflective tools which are beneficial for independent lifelong learning and formal learning.

In the last chapter, the author summarizes the main theoretical, methodological, and pedagogical points. The nature of genres that are continuously evolving as technological advances and societal needs development means that the findings in this book are not conclusive, so she proposes future research directions in the field of genres and language issues in

science communication. This can serve as a timely reminder and updated milestone in this research field, demonstrating the book's contribution and significance. She indicates that more scholarly rigor and robust methodologies are needed in future research to gain a nuanced and forward-looking understanding of the complexity of digital genres across languages. The major analytical and interpretative methods suggested by the author include rhetorical genre analysis, register analysis, critical genre analysis, ethnographic analysis, and reader-response analysis (pp. 211-213). These methods can be catalysts to fully examine genres in response to the dynamic and fluid social practices and linguistic strategies required to fulfil the functionalities of genres.

Several prominent features of this book are worth mentioning. Not only does it mention and redress the old-fashioned practices which require further revisions but also presents its solutions admirably with convincingly empirical evidence. The greatest strength of this book is that it provides an outstanding up-to-date overview of contemporary research genres drawing on abundant evidence and insights. It offers concrete theoretical, methodological, and pedagogical originality to the emerging digital genres and multilingual science communication. Readers can attain a thorough and innovative understanding of the current landscape of genre development and research as well as hints of its direction in the future. Additionally, the writing style of this book is very engaging and easy to follow with many signposting, beginning and concluding sections. Practical criticism of this book is that some analysis is limited in depth and length, some discussions are inexplicit, and readers are left eager to learn more.

Overall, this innovative and accessible book serves as a significant and valuable point of reference for those interested in research genres, second language acquisition, science communication, and multilingualism and who would like to keep abreast of the current development of digital, multilingual, multimodal, research, and science communication through genred activity. It is highly recommended to academics, researchers, and instructors for the benefit of their research and instruction.

## References

JOHNS, Ann M., 1997: *Text, Role and Context: Developing Academic Literacies*, Cambridge: Cambridge University Press.