

MAPPING GENRES: MAPPING MARITIME DISCOURSE COMMUNITY

In recent years, the rise of the digital environment and corpus analysis software tools has enabled various approaches to text analysis. This has opened up opportunities to integrate traditional teaching with digital tools, particularly in the context of teaching specialized texts. As for maritime genres, Bhatia's and Swales' moves and steps model has been used to identify specific structural and linguistic aspects of particular genres. Besides, mapping specific genres includes social and linguistic factors. The goal of the paper is to provide examples of mapping specific maritime written genres belonging to the maritime discourse community merging different approaches grounded in discourse analysis, genre analysis, critical discourse analysis and digital environment tools.

Keywords: Maritime English, maritime genres, digital environment, discourse analysis

1. INTRODUCTION

The analysis of specialized genres is a complex task that requires a comprehensive understanding of the discourse community under research. This analysis transcends the traditional linguistic levels of phonology, morphology and syntax; it delves into social surroundings and explores the social and pragmatic relationships of participants and social variables (Fairclough, 1969, 1989, 2003). With the advent of needs analysis, English for Specific Purposes, discourse and critical discourse studies, the analysis of specific genres has evolved into an interdisciplinary and resourceful field. Moreover, the availability of electronic data has made it easier for researchers to collect, process, and analyze large volumes of texts using language software applications.

In recent decades, numerous specialized discourse communities and genres have emerged. Among the many specialized discourse communities and specialized genres that have emerged in the last decades are maritime discourse community and maritime genres. The analysis of maritime verbal and written genres has recently relied on discourse analysis, critical discourse analysis and corpus analysis. Many scholars have produced significant results by interpreting linguistic expressions within the maritime setting (Dževerdanović 2022, Đurović

2022, Đurović and Dževerdanović Pejović 2023), generating recurrent structure of the maritime genre. The application of critical discourse studies in the analysis of maritime concepts has enabled researchers to establish the latest paradigms in the maritime industry and interpret them in relation to the dynamic changes that have affected shipping. Therefore, the aim of the paper is to present examples of genre mapping carried out on different maritime written genres, highlighting the structural and sociolinguistic aspects of the texts. This approach is of interest to maritime students who prefer to analyze, classify and interpret language material using electronic data and digital tools.

2. THE EVOLUTION OF GENRE MAPPING

Genres are organized in specific ways and are characterized by recurring patterns and content structures that reveal the organization and functioning of the world. When it comes to genres in language, the focus of research has shifted towards the communicative and functional value of language which is evolving and is heavily influenced by social context. This shift has been the result of the efforts and theories put forth by numerous linguists (Brown and Yule 1983; McCarthy 1991). The significance of context is highlighted in the work of Halliday, who states that a description of language cannot be complete unless it involves formal and contextual meaning (Halliday et al. 1964: 151). Furthermore, linguistic analysis heavily depends on people producing statements, and the level of the analysis, whether verbal or written, varies from one level to another, with the content as the first level of the analysis (Palmer, 1968: 9).

The analysis of discourse and genre has been a focal point in ethnographic research in which a specific genre occurs, particularly in studying the settings in which specific genres occur. The founder of genre analysis is John Swales, whose book "Genre Analysis: English in Academic and Research Setting" (1990) presents a turning point in the development of genre analysis as a scientific discipline. According to Swales, the essential feature of the genre is its *communicative role*, which is achieved through the use of conventional linguistic or discursive resources. In addition, each genre presents an achievement of the *communicative aim* through the use of the conventional knowledge of linguistic or discursive resources (Bhatia, 1993:13). The same idea is shared by Dudley-Evans in that the main characteristic of a genre is its communicative role explaining differences in form and function in language use (Basturkmen, 2006:53). This means that the focus of genre theory is to relate linguistic regularities to different aspects of human activities. In other words, the term *genre* is associated with different types of discourses reflecting a broader social and cultural understanding of the language understanding. The emergence of critical discourse studies (CDA), focusing on

social and ethnological aspects, has provided opportunities to uncover deeper social, cultural and political contexts in which specific discourse communities realize their communicative goals (Van Dijk 2008, 2014). Moreover, critical discourse-oriented interpretations of genre within specific discourse communities reveal the underlying influence of ideological paradigms and social relations (Van Dijk, 2006). This necessitates a comprehensive, institutional approach that requires researchers to be knowledgeable about national and global changes outside discourse (Fairclough 2003, 13). The analysis of discourses and genres embedded within them involves ethnographic and historical approaches (Wodak, 2021). There is no doubt that genre mapping, a complex endeavor embracing multiple disciplines, involves the integration of different knowledge domains to interpret visual components, graphical layout of the text, picture design and images (Kress and van Leeuwen, 2001).

3. THE CONCEPT OF GENRE IN A CLASSROOM

When assigning tasks to students in the classroom, it is important to ensure that they have a good understanding of the theoretical concepts previously discussed. Their research should primarily focus on understanding the relationship between form and concept and how genre can be used to achieve specific rhetorical goals in a particular social context. Genres play a crucial role in shaping our cultural life by bridging the gap between our individual and collective aspirations and social requirements (Miller, 1994). Considering the dynamic nature of seafaring, with one genre disappearing and another emerging, there is a challenge to classify and analyze discourse structure and recognize rhetorical aspects in the new global shipping environment (Dževerdanović Pejović, 2012; Dževerdanović Pejović, 2014).

4. SOME EXAMPLES OF GENRE MAPPING

This section of the article aims to illustrate how genre mapping can be utilized to familiarize students with various written genres. Specifically, it aims to teach them about the maritime discourse culture by examining the institutional and social aspects of this particular discourse community. This approach is supported by my mentor, Professor Vesna Polovina from the Faculty of Philology in Belgrade. She stressed the importance of recognizing that each text represents its own world, and that it is important to not only apply linguistic knowledge, but also to thoroughly read and analyse a text, understand its visual form, content and the world it portrays. When assigning tasks to students, we are led by the essential notions that students are first required to have basic theoretical knowledge about

genre knowledge as set forward by Swales (1990) and Miller (1994) stating that genre refers to a conventional category of discourse that heavily rests on rhetorical action and reveals the relationship between individual acts and recognized impact of culture and society. Such a role of genre is considered as a *genre in social action* (Miller, 1994: 24).

In the classroom, students have the opportunity to explore different aspects of texts. Ideally, it is recommended that the teacher creates a list of categories, as shown in Table 1, and ask students to explain and discuss them. Students are free to choose a text from a maritime website such as *Marine Insight* or *IMO* (International Maritime Organization) official site (Illustration 1). After presenting the structure of the text, students should analyse it and identify the structural and rhetorical elements that emphasize the significance of the topic for its participants and a specific discourse community. Here, we present an analysis of a section of the text dedicated to celebrating the IMO International Day for Women in Maritime, established on 18 May.

background

The IMO International Day for Women in Maritime is observed on 18 May every year.

The day celebrates women in the industry and is intended to promote the recruitment, retention and sustained employment of women in the maritime sector, raise the profile of women in maritime, strengthen IMO's commitment to the United Nations Sustainable Development Goal 5 (gender equality) and support work to address the current gender imbalance in maritime.

IMO Member States, the maritime industry, and all others in the maritime endeavour are invited to promote and celebrate the International Day for Women in Maritime in an appropriate and meaningful manner.

2024 theme "Safe Horizons: Women Shaping the Future of Maritime Safety"



Illustration 1: Part of the text from the official IMO site
<https://www.imo.org/en/About/Events/Pages/International-Day-for-Women-in-Maritime-2024.aspx>

Table 1. Example of genre mapping parameters

Discursive Parameters	Description
Type of genre	Article
Discourse type	Descriptive
Tone of discourse	Formal
Participants	Women in the maritime sector, seafarers
Tense/aspect/voice	Present simple, active, passive
Dominant lexemes/phrases	Women, globalization, the future of seafaring, gender equality
Rhetorical features	Trinomials (diversity, inclusion and empowerment; recruitment, retention and sustained employment of women)
Visual layout	Dominance of blue colour, women in uniforms, women working shoreside and shipboard

As can be seen, in this assignment students are initially asked to identify a genre such as blog, interview, research paper, regulation, or professional paper, as well as the type of discourse (argumentative, factual, persuasive, narrative, etc). They are also expected to consider the tone (formal or informal), grammar, rhetorical features and visual components. Furthermore, students have the option to include other relevant parameters for the text analysis, such as communicative goal, presence of political or legal discourse, hedging, cohesive means, text coherence, nominalization and political connotation signals.

In a different assignment, students may be tasked with creating a graphical representation of the structure of the specialized texts they are studying. This involves illustrating the sequence of moves or phases within the text. By doing this, students gain a deeper understanding of the methodological structure of the text. For example, academic research papers could illustrate the different phases of the abstract including background information, the introduction of the paper's topic, reliance on previous knowledge, reference to previous research, the transition phase, methodology and purpose (Illustration 2). Additionally, students may be asked to analyse the text by providing their observations in the comment section and using colours to indicate separate text sections.

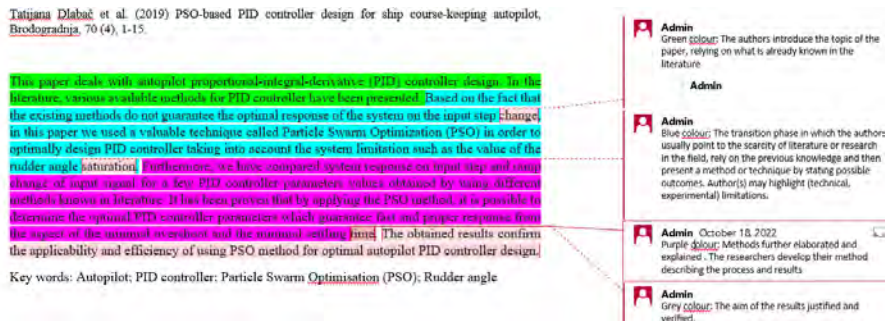


Illustration 2: Screenshot of the example of the research abstract analysis

Apart from discovering phases of structure, the students may be motivated to delve into a pragmatic explanation of the text or to find an interplay between the text and context by discovering a specific genre (Freedman and Medway, 1994:2). As expected, this involves the knowledge of the political, social, cultural and ethnographic setting of a genre and discourse community. The analysis involves collecting a large corpus of text on specific genres and identifying the most commonly used words, n-grams and collocations. Additionally, when comparing two sets of text, students must put in more research effort to explore the differences in national and international values related to the subject under study. The first step focuses on extracting frequency (Illustration 3) and later, analyzing the collocations in the given context. The programmes used for this purpose are various and accessible to students.

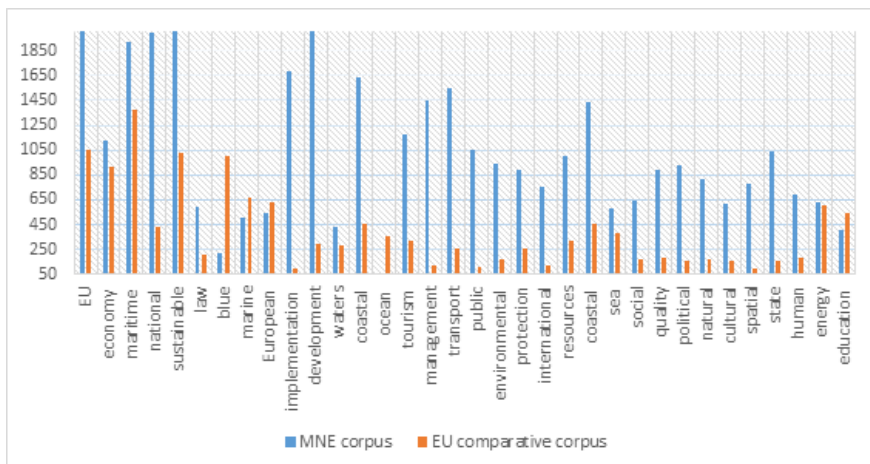


Illustration 3. The comparison of the most frequent words in the two corpora (Source: Dževerdanović, 2022)

Thus, the mapping process in comparative research involves a comprehensive analysis of cognitive, semantic and ideological aspects, along with a broader understanding of worldviews and perceptions (Van Dijk, 2008: 53). Van Dijk emphasizes the dynamic nature of context and the influence of context on the production and reception of discourses (Van Dijk, 2008: 53). This underscores the importance of a cognitive and mental component in identifying the construction of genres.

In the context of maritime discourse community and comparative research, genre or discourse mapping entails mapping current political, economic, institutional and cultural components in Montenegro with those in EU countries, as presented in Illustration 3. Such a comparative mapping must take into account rapid changes and transformations in global policies and the inclination to align with emerging trends that affect institutions (Fairclough 2003, 13). In doing that, such mapping requires twinning of language and subject knowledge and the research should be based on the interpretation of national documents and strategies. For example, Illustration 3 demonstrates variations in certain concepts between Montenegrin and EU maritime documents. Evident discrepancies exist in concepts such as economy, development, blue, management, favouring EU standards, highlighting differences in Montenegrin capacities and the necessary steps to achieve EU benchmarks. It can be concluded that Montenegro needs to catch up to EU figures. This can be interpreted in the context of the decades-long political and economic situation that has affected Montenegro.

5. CONCLUSION

The paper delineates some approaches that can be used to interpret various specialized genres within a maritime context. In addition to knowledge of genres, grammar and pragmatic knowledge, students are encouraged to rely on their extralinguistic expertise, particularly their domain-specific knowledge. There is a prevailing inclination among students to deconstruct texts from both structural and content-based perspectives, establishing patterns that can subsequently be applied to the analysis of other ESP or vocational genres. The contemporary digital environment has notably facilitated textual analysis of genres by utilizing diverse language software applications capable of processing large volumes of text. As presented in the paper, the approach to analysis may be top-down or bottom-up, with the predominant objective of grasping the functionality of genres within specific contexts. We conclude that interpreting rhetorical exponents of maritime genres within a dynamic maritime setting necessitates specialized subject knowledge and an understanding of prevailing global maritime policies transposed into national maritime policies.

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Milena Dževerdanović Pejović

MAPIRANJE ŽANROVA: MAPIRANJE POMORSKE DISKURSNE ZAJEDNICE

Rezime

Interesovanje za studije analize diskursa i analize žanra dospjelo je u središte istraživanja imajući u vidu nastanak raznih žanrova i podžanrova kojima se ostvaruju raznovrsni komunikativni ciljevi specijalizovanih diskursnih zajednica širom svijeta. Fokus analize kreće se od analize potreba, diskursa, žanra, te do kritičke analize diskursa u cilju posmatranja uloge društvenog konteksta u oblikovanju diskursa i žanrova koji iz njih proizilaze. Imajući u vidu jedan novi ambijent učenja, nastavnici i istraživači su veoma inventivni kada je u pitanju kombinovanje konvencionalnih nastavnih metoda s onima u nastajanju, oslanjajući se na digitalne alate, kako bi uspostavili generičku strukturu žanrova. Mapiranje žanrova prikazano u ovom radu odnosi se na mogućnosti identifikovanja strukturne i pragmatičke analize žanrova na primjerima pomorske diskursne zajednice. Zahvaljujući elektronskim bazama podataka i dostupnom repozitorijumu tematskih tekstova, analiza specifičnih ESP žanrova u pomorstvu kombinuje različite pristupe u opisivanju, klasifikaciji i tumačenju novih žanrova, što ujedno čini ESP učionicu interaktivnijom.

Ključne reči: pomorski engleski jezik, pomorski žanrovi, digitalno kruženje, diskurs analiza

Milena Dževerdanović Pejović
Univerzitet Crne Gore
Pomorski fakultet Kotor
milénadz@ucg.ac.me
ORCID: 0000-0001-5819-6868