ENGLISH AND SERBIAN ACADEMIC DISCOURSES ANALYZED IN THE LIGHT OF ‘EXPLICIT REFLEXIVITY’ PARAMETERS

Sava Blagojević

Abstract
The parameters of ‘explicit reflexivity’ have been used as an analytical tool for examining English and Serbian academic research articles in order to depict their characteristics concerning this language phenomenon. Since the employment of discourse reflexivity in academic writing is seen as the writer’s readiness to facilitate the readers’ path through the text, its presence in the two academic discourses will be interpreted in the light of Hinds’s language typology (1987), which distinguishes writing cultures with respect to the writer’s vs. the reader’s responsibility for successful written communication. Therefore, the degree of the writer’s awareness of his/her role in the process of communicating will be mirrored by the number of reflexive elements identified, and the two types of discourses will be described on the same basis.

Key words
explicit reflexivity, academic writing, research articles, written communication

1 Introduction
Discourse reflexivity, a linguistic phenomenon which is often referred to as metadiscourse, has attracted the attention of linguists for the last twenty years, mostly for its cultural and generic variety, but also for its significance in teaching academic English for international communication. Namely, the proper use of discourse reflexivity by non-English academics enhances the intelligibility of their writing by making it more explicit and clear, which is central in multicultural encounters. However, some non-English academic writers (as is often the case with those from the Serbian academic community) are not aware of this fact, and neither are they prepared to change their writing habits shaped within their writing cultures, although they may considerably differ from the ones that exist in the target writing culture, i.e. in the Anglo-American manner of academic writing.

The first step which should be undertaken in order to make non-English academic writers alert to the linguistic phenomenon under consideration is to provide them with some data on the basis of comparing the presence of discourse reflexivity in English academic discourse to that in the academic discourse of