

## Lingua Academia

*Journal of English for Academic Purposes (JEAP)*. The title seems to call out to science editors, as do titles of some of the articles in this journal. The first issue of *JEAP* was published in 2001, and the British Association of Lecturers in English for Academic Purposes has adopted the journal as its official publication. The coeditors hail from the University of Hong Kong and the University of London in the United Kingdom. The editorial board is truly international, containing members from Africa (two), Asia (four), Australia and New Zealand (four), Europe (one), and North America (six).

An editorial noting that “the field of English for academic purposes (EAP) has developed rapidly in the past 25 years to become a major force in English language teaching and research” appeared in the first issue of *JEAP*. The journal publishes linguistic, sociolinguistic, and psycholinguistic research on English in the contexts of academic study and scholarly exchange. Topics range from research writing and the sociopolitics of English in academic uses to classroom language and teaching methods.

Although the interests of science editors and linguists might overlap to some extent, science editors might think that these academicians could use a good science editor on reading the following from an article titled “Language as Academic Purpose” (volume 3, issue 2):

I argue against the increasing technicisation of language, as it is embodied in the regulatory framework of institutions and its emaciation as an intellectual challenge, partly as a result of the language/content dichotomy which positions language in the subordinate role.

This kind of writing may reflect the theoretical approach called “critical discourse analysis”, a linguistic method that emphasizes the link between language and its social context, in particular the political and economic forces that shape ideas and influence which ideas are addressed and how they are framed.

Articles in *JEAP* that may interest sci-

ence editors especially have included the following:

Tardy C. The role of English in scientific communication: lingua franca or Tyrannosaurus rex? *JEAP* 2004;3(3):247-69.

Koutsantoni D. Attitude, certainty and allusions to common knowledge in scientific research articles. *JEAP* 2004;3(2):163-82.

Stotesbury H. Evaluation in research article abstracts in the narrative and hard sciences. *JEAP* 2003;2(4):327-41.

Charles M. ‘This mystery . . .’: a corpus-based study of the use of nouns to construct stance in theses from two contrasting disciplines. *JEAP* 2003;2(4):313-26.

Dressen D. Geologists’ implicit persuasive strategies and the construction of evaluative evidence. *JEAP* 2003;2(4):273-90.

Stapleton P. Assessing the quality and bias of Web-based sources: implications for academic writing. *JEAP* 2003;2(3):229-45.

Martínez IA. Aspects of theme in the method and discussion sections of biology journal articles in English. *JEAP* 2003;2(2):17-37.

Gosden H. ‘Why not give us the full story?’ functions of referees’ comments in peer reviews of scientific research papers. *JEAP* 2003;2(2):2-16.

Canagarajah S. Multilingual writers and the academic community: towards a critical relationship. *JEAP* 2001;1(1):29-44.

Tables of contents and abstracts from this journal, as well as a sample copy, can be accessed free at [www.elsevier.com/wps/find/journaldescription.cws\\_home/622440/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/622440/description#description). Analogous items from a sister journal, *English for Specific Purposes*, are posted at [www.elsevier.com/wps/find/journaldescription.cws\\_home/682/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/682/description#description).