

An International Discourse Community, an Internationalist Perspective: Reading EATAW Conference Programs, 2001-2011

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Abstract

This article seeks to characterize the discourse community represented by the biennial conferences of the European Association for the Teaching of Academic Writing (EATAW). Drawing on information from EATAW's conference programs, the authors define the topical emphases of the 565 standard presentation abstracts (SPAs) accepted for the first six conferences, identify some of the community's dominant research practices and common methods of presentation, and track the changing international distribution of presenters over time. We conclude that the EATAW discourse community, true to its name, has remained focused primarily on pedagogy and on pragmatic research aimed at improving teaching practices. Working in a multilingual context, EATAW teachers/researchers tend towards an 'internationalist perspective' (Horner and Trimbur 2002: 624), one that is attentive to linguistic and cultural differences and favours empirical research as a means of identifying diverse student needs. This perspective, along with a tendency toward cross-institutional and international research partnerships, stands in contrast to the perspective of the Conference on College Composition and Communication (CCCC), the conference which best represents the American composition tradition.

Introduction

In her keynote address at the first EATAW Conference, held in Groningen in 2001, Olga Dysthe presented a wide-ranging review of the relationship between writing research and the teaching of writing in Europe. The focus was on diversity. There are, she emphasized, various theoretical positions on composing; various orientations to writing pedagogy; and a remarkable plurality of research cultures that have influenced European thinking about teaching, learning, process, context, and the writer, among them America, Australia, Britain, Denmark, and Russia – not to mention ancient Greece and Rome. In short, Dysthe was telling the EATAW audience that the discipline emerging in Europe was complex and dynamic. For researchers and teachers alike, there were few certainties – which is no doubt one reason why a keyword in the keynote address was 'challenge'.

Daunting though they may be, inventories such as Dysthe's also offer us an opportunity. They act as heuristic aids for meeting the challenges they lay out, helping us to see in fresh ways. For the teacher-researcher, a good inventory reminds us, when we are struggling with a class or with our own pedagogical convictions, that a wealth of perspectives and strategies are available for our use. For the discipline as a whole, it may prompt reassessment, provoke new

connections, or expose significant gaps, all of which can energize research practices. 'Taking stock' is a crucial step towards moving forward.

In this article the authors wish to offer another inventory and heuristic aid to the EATAW community, but from a different perspective. It has been twelve years and six biennial conferences since the Groningen address, and though a broad survey of writing research today may not look radically different from the one outlined by Dysthe in 2001, EATAW's uptake of this research does, and so too does the EATAW community itself. Inevitably, in the process of teaching, researching, conferring, and taking stock, this community has embraced some practices and perspectives more than others, leaned this way rather than that, and as a result it has gradually become something new. Our goal has been to identify significant components of these changes and to characterize the emerging discourse community. To do so, we analyzed the first six EATAW conference programs, concentrating particularly on the abstracts, and sought to answer the following questions about synchronic and diachronic patterns in conference presentations:

- *Presenters*: Who presents at EATAW conferences, and where do they come from? Has participation changed significantly over ten years, and if so, in what ways?
- *Contents*: What are the most common topics of EATAW presentations? Have the topical emphases changed over time, and if so, in what ways?
- *Practices*: Which research sources and methods of presentation are commonly used by EATAW participants?

Our approach can be seen as essentially comparative, based on the assumption that 'the new' can be most easily characterized by comparison and contrast with 'the old' – in this case, the relatively new discourse community of EATAW with its most prominent North American counterpart, the Conference on College Composition and Communication (CCCC), which originated about half a century earlier. By 'essentially', we refer to an approach that goes beyond contrasting, for example, the topics and methods of presentation emphasized at each conference (though we offer contrasts of that sort throughout the article); the comparative approach also underpins our method of analysis, insofar as our topical coding of EATAW abstracts is based on the CCCC taxonomy of conference topics. Our rationale for this choice, explained in the section immediately following, was that by using the same yardstick to measure both conferences we might more easily ascertain similarities and differences.

In *Authoring a Discipline*, Maureen Daly Goggin (2000: xv) argues that analysis of scholarly journals can 'provide an important window on disciplinary discursive practices'. We would extend this claim to academic conferences. They may have less stature than journals, but conferences are representative venues for academics in every discipline. The EATAW Conference has been one of the most important of such venues for European writing teachers and researchers. It is therefore the authors' wish that this analysis of EATAW conference programs and abstracts can similarly open a window on disciplinary practices – and on the evolution of a discourse community crucial to the increasingly international study and teaching of academic writing.¹

Method

Our collection and statistical analysis of data about conference presenters was a relatively straightforward procedure. Working from the six programs produced in conjunction with the biennial EATAW conferences between 2001 and 2011 (inclusive), we gathered information about where presenters came from and whether they presented on their own or in partnership

¹ This research has been made possible with the support of the University of Winnipeg, which has funded the authors' travel to EATAW conferences.

with one or more colleagues. The programs were our arbiter in determining authorship and institutional affiliation.

Our method of topical analysis requires more extensive explanation. It began with the collection and coding of every standard presentation abstract (SPA) that appeared in the program for one of EATAW's first six biennial conferences. By 'SPA' we refer specifically to an abstract for the standard twenty-minute presentation, submitted for peer review and assessed according to criteria defined in EATAW conference calls. There were 565 of these. Not initially coded, and therefore not included in our statistical summaries, were abstracts for keynote addresses, workshops, symposia, and roundtable or panel discussions. The abstracts for these 'special events' are, we decided, written in different rhetorical circumstances than are SPAs. Keynote addresses, for example, are invited, and their focus negotiated between speaker and organizing committee, while workshops' dependence on audience participation limits the topics that may be appropriate. We therefore saw them as separate sub-genres, and have left them out of our analysis in this article.

Our taxonomy for coding was adapted from the 'area clusters' used to organize proposals and presentations at the annual CCCC. In the absence of any perfect instrument for capturing the presence and distribution of topics, the area clusters offered us several advantages as the starting point for our analysis. Firstly, as the classification system used by the world's largest conference on writing and rhetoric, the clusters capture the broadest available range of topics. Secondly, in representing the topical distribution of papers at CCCC, the area clusters to a large extent represent the topical emphases of writing instruction in American higher education; using them therefore facilitates comparison between an established tradition and an emerging one, represented by EATAW.² And thirdly, the CCCC system has been tested and has remained relatively stable over time, with minor adjustments to keep up with changes in research. Despite these advantages, differences between CCCC and EATAW topical emphases emerged that led us to make further adjustments as we began to apply the area clusters to EATAW abstracts. With some adaptation, though, the clusters proved both convenient and workable for our purposes.

We selected as a base for our taxonomy the year 2009, the most recent CCCC when we began analysing the 2001-2009 EATAW abstracts. In that year, there were 12 clusters, within each of which were listed many topics considered 'appropriate' for the cluster. One of the most important of our changes was the elimination of two area clusters, 'Community, Civic & Public' and 'Creative Writing,' both of which reflect American interests and traditions that have to date played little or no role at EATAW, an organization whose name indicates its more exclusive focus on *academic* writing. Two other area clusters – 'History' and 'Professional and Technical Writing' – were used during our coding process, but the topics to which they refer turned out to be so rarely a focus of attention in EATAW SPAs that we chose not to include them in our tabled data. Early in the analysis, we realized the need for additional categories to capture topics that were emerging with some regularity and marked an interest that distinguishes EATAW from CCCC; as a result, an area introduced only in the 2012 CCCC was adapted to create our 'Interdisciplinary, Multidisciplinary, and Cross-Cultural Perspectives'. Our analysis also drew our attention to two factors that are central to EATAW abstracts but ignored by the CCCC taxonomy: L2 issues and post-graduate students. We have not tabled our data on these, since they saturate EATAW abstracts rather than constitute topical foci; however, we consider them in the second section of Results. (Our adapted coding schema appears in Appendix 1.)

²We recognize that the question of whether and to what extent EATAW represents the larger community of writing teachers and researchers in European higher education is complex, in part because that community is, relative to its North American counterpart, new and emerging, and it is difficult to know where research interests will ultimately settle. Nevertheless, EATAW's mandate makes it broadly representative rather than specialized: it encompasses institutional issues, appeals to teachers as well as researchers, and draws a variety of specialists (among them linguists, technical writers, L2 specialists, and writing centre directors and tutors).

The process of coding for topical focus included a trial period, during which each of us independently coded the 2001 SPAs, then discussed our decisions and re-calibrated. Once we were confident that our independent applications of coding categories were similar, we proceeded to code the SPAs for 2001 and all subsequent conferences, periodically conferring to discuss difficult examples and to ensure that there had been no coding drift. It was during these early stages of the process that we added and subtracted categories. Each abstract was assigned a minimum of one code number, to indicate its primary emphasis; in cases where more than one topic was strongly present in an abstract, we assigned a maximum of two additional code numbers to indicate secondary emphasis.³ In our view, the use of multiple codes for some abstracts was needed to capture the overall topical interests of EATAW, which was our main objective. Though only the primary codes are tabulated (below), our discussion occasionally takes into account secondary emphasis.

Results

The following is divided into three sections, dealing with questions about presenters, content, and practices. In the first of these sections, our data about presenters focus on the size, growth, and expansion of the EATAW Conference, and more specifically on issues such as the balance of representation among non-European, European, and inner-circle English-speaking countries, those in which English is the primary language (Kachru 1985: 12).

Presenters: A Growing International Community

By comparison with the yearly CCCC – an event which, in 2009, offered 570 sessions, or 1670 presentations – the biennial EATAW is a small conference. But it has grown significantly since its inaugural meeting in 2001.

Table 1: EATAW Presenters, 2001-2011

	2001	2003	2005	2007	2009	2011	Totals
Total Number of Presenters (P)	82	115*	177	151	278	227	1030*
P, European Institutions (including host nation)	61	68	95	108	184	132	648
P, U.K.	12	27	22	23	105	42	231
P, non-European Institutions (including U.S.)	21	46	82	43	94	95	381
P, U.S.	13	14	26	16	35	58	162

*One 2003 presenter was listed as 'stateless'. As a reviewer has subsequently informed us, that presenter is a Russian speaker born in Estonia – hence 'European'.

³The abstract for Paper 0093 (2009) provides an easily accessible example of our multi-coding, because its title is unusually informative. 'Teaching rhetorical reading of primary scientific literature to first-year undergraduates: a two-stage writing assignment' was given three codes: the primary code was 1ci, for design and evaluation of assignments. Two secondary codes were also assigned: 9c, for theories of reading and writing, which are important to the abstract but mainly in a review capacity, in order to justify the assignment as a solution to a significant problem; and 1Aiv, for teaching disciplinary and specialized forms of writing, since the problem and its solution, as defined, have relevance mainly for writing teachers in 'the faculties of social, physical, or health sciences'.

Perhaps the most significant indicator of growth is the increase in the total number of presenters over ten years. The 2011 EATAW Conference drew 227 presenters, an increase over the 2001 Conference of more than 275 percent. This overall rise included more presenters from European countries (up 216 percent) and non-European countries (up 452 percent). Growth is also indicated by the Conference's widened appeal, with an increase in the number of European and non-European countries represented by those giving SPAs, as Figure 1 indicates.

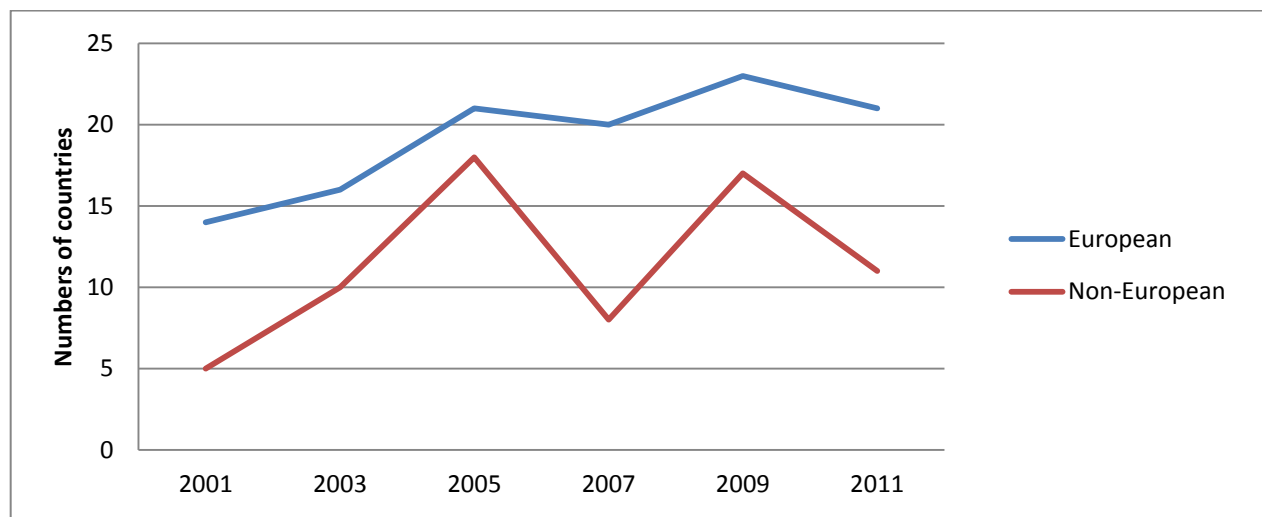


Figure 1: EATAW 2001-2011, Countries Represented by SPAs

Though the number of European countries began to level off in 2005, these numbers show about a 50 percent increase over the first two conferences. Moreover, the range of European countries represented continues to expand as the conference attracts additional first-time presenters; the total number represented over all EATAW conferences stands at 36. Representation from non-European countries has been less steady, but it, too, has certainly increased since 2001. A total of 27 non-European countries have now been represented at one or more EATAW conferences over ten years.

Table 2 offers a specific inventory of national and international representation at EATAW conferences, listing countries in order of highest to lowest cumulative number of presenters. Even this partial list, which includes only those countries that have been represented by at least eight different presenters, confirms the international appeal of EATAW. In addition to fourteen European countries, it contains three countries from North America, three from Asia and the Middle East, and one each from Africa and Oceania.

Table 2: EATAW 2001-2011, Representation by Country The countries listed have been represented by at least 8 presenters between 2001 and 2011 inclusive. Yellow shading indicates an inner-circle country; * in a column indicates the country that hosted EATAW that year.

	2001	2003	2005	2007	2009	2011	Totals
United Kingdom	12	27	22	23	105*	42	231
United States	13	14	26	16	35	58	162
Germany	5	7	9	31*	13	21	86
Netherlands	22*	11	7	8	9	8	65
Australia	1	5	15	5	12	6	44
Canada	3	6	5	3	15	10	42
Greece	5	1	18*	0	0	1	25
Hungary	3	6*	5	4	5	0	23
Israel	0	5	6	5	5	1	22
Denmark	2	2	5	3	6	3	21
Ireland	0	0	0	0	0	21*	21
Sweden	1	1	2	1	8	8	21
South Africa	1	2	3	4	0	10	20
Ukraine	0	3	3	4	5	4	19
Switzerland	0	0	1	8	3	2	14
Turkey	2	3	0	5	3	1	14
Norway	1	0	3	3	4	3	13
Belgium	0	2	2	1	3	4	12
Iran	0	0	3	1	8	0	12
Mexico	0	0	2	3	3	2	10
Spain	2	0	1	1	6	0	10
Malaysia	0	0	4	0	3	1	8

As much as it indicates breadth and diversity in the appeal of EATAW conferences, Table 2 also reveals the relative dominance of inner-circle countries. They account for three of the top five, and four of the top six, countries in our list.

Our detailed calculations indicate that presentations by inner-circle participants constituted from a low of 35 percent of presenters in 2007 to a high of 66 percent in 2011, and, diachronically, approximately 56 percent of all presenters over six conferences. Particularly worth noting is the dominance of the U.K. and the U.S., not just in the overall totals but at each conference; their collective presence accounts for between approximately one quarter (26 percent in 2007) and one half (about 50 percent in 2009) of presenters at each conference. Insofar as the perspective of inner-circle presenters may differ from those of EATAW presenters from other countries, such imbalances are a matter of some concern. We will therefore be returning to this topic in our Discussion.

Table 2 also provides suggestive information about the relationship between conference location and the health of the EATAW conference. Hosting the conference results in more presenters from the host country than would otherwise be the case – sometimes many more, as in the case of the 2009 conference, in Coventry. This is hardly surprising; in addition to proximity, presenters from within the host country enjoy the advantage of familiarity with its culture, customs, and language. Increased regional attendance is of course beneficial for the long-term health of the conference and, more broadly, of academic writing in Europe, insofar

as it may not only expand the community of disciplinary practitioners but also, in the process, help to professionalize these new teachers and researchers.⁴

The selection of conference site, then, may have implications for the study of academic writing in Europe. Even in 2007, when the total number of presenters decreased for the first time at an EATAW conference (by approximately 15 percent), the number of European presenters actually rose by about 14 percent from the previous conference (see Table 1), and the number of presenters from the host country, Germany, rose by almost 350 percent (see Table 2). What is more, overall attendance – that is, the number of conferees – also increased, according to a report by the Chair of the EATAW Board.⁵ The 2007 Conference thus appeared to be a success on at least two important levels: fostering interest in academic writing within the host country; and sustaining the long-term trend of attracting more Europeans into the disciplinary fold. The simultaneous decline in presenters from outside Europe likely owes something to the conference location: the relatively small, little-known city of Bochum (population 470,000) did not have the international appeal of Athens or Budapest, which attract tourists despite potential language barriers. We will address in the Discussion the fact that EATAW returned to Budapest in 2013, suggesting a desire to balance broad appeal with a non-Anglophone site.

Content: An Emphasis on Pedagogy and Students

In Figure 3, our data about topical focus concentrate on SPAs, as we explained in Methods. First, however, we draw attention to Figure 2, which indicates the frequencies of all genres over the ten-year period under consideration.

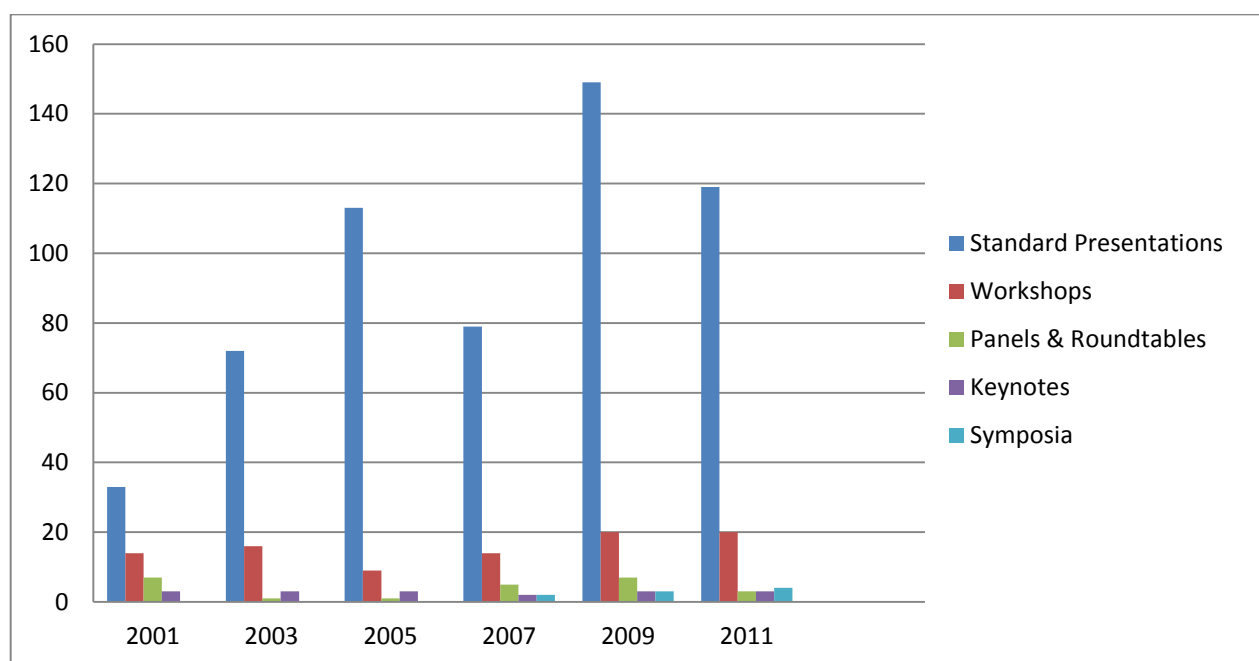


Figure 2: EATAW 2001-2011, Genres by Conference

Figure 2 indicates that increases and decreases in the number of SPAs over ten years have followed much the same pattern as those in the number of presenters, as one would expect (a relatively steady increase, with the exceptions of the 2007 dip and the sharp rise in 2009). By contrast, the number of workshops, panels, and roundtables has been less predictable;

⁴ Our data also suggest the possibility of an ‘echo effect’ from hosting; with the exception of the 2005 conference in Athens, the number of presenters from a host country grew in the years following.

⁵ John Harbord, in an oral report to conferees, 2007.

and symposia appear only in the last three conferences. Diachronic change in the proportion of genres may be telling. Observing that the proportion of workshops declined from almost a third of abstracts in 2001 to less than a sixth in 2011, a reviewer suggested that this may indicate a conference becoming less participant-driven in favour of a regular transmission model.

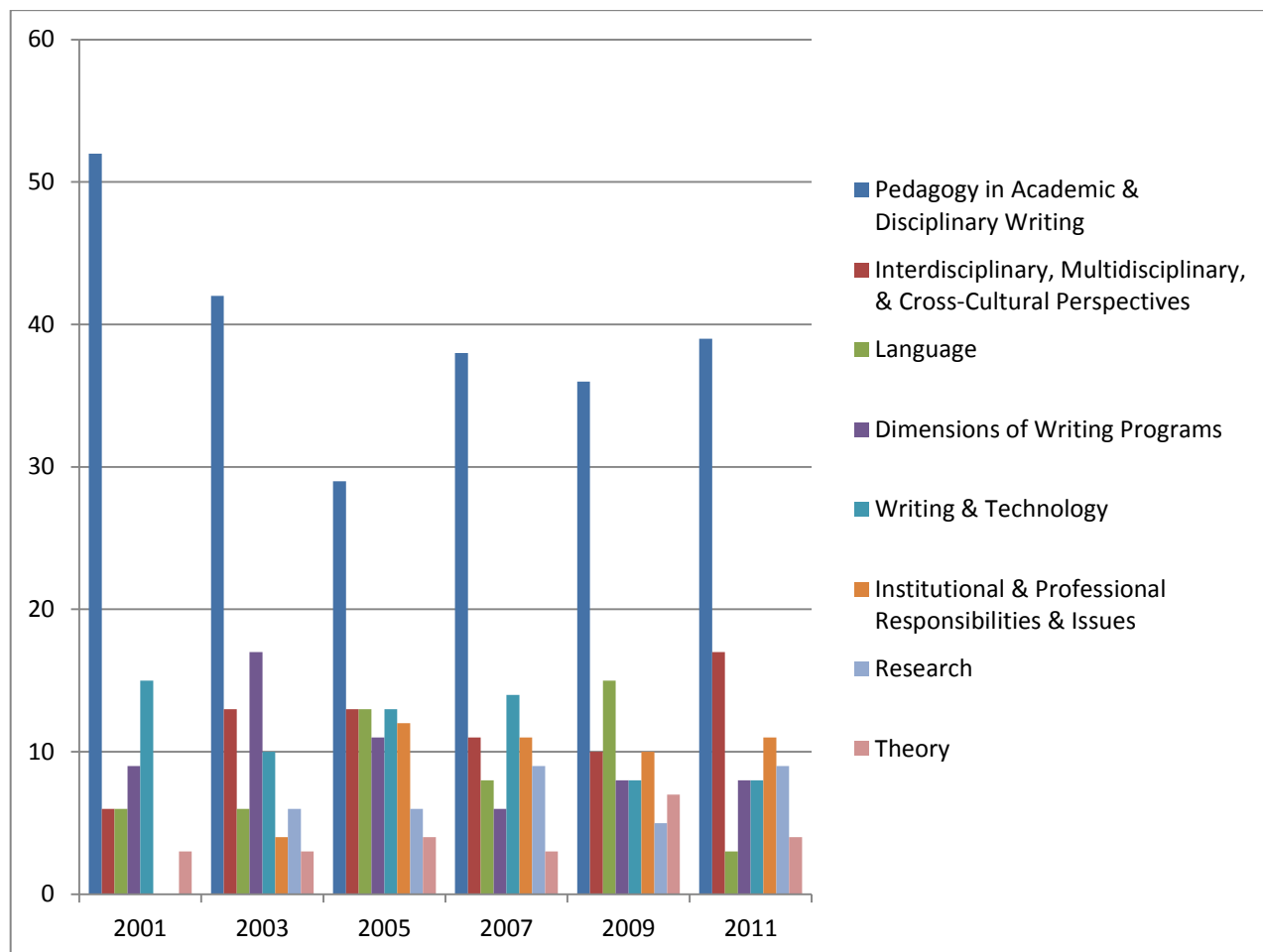


Figure 3: EATAW 2001-2011, Topics of SPAs

Our analysis identified eight major topical categories in SPAs over six conferences. (For details and subheadings, see Appendix 1.) Figure 3 and Figure 4 show, respectively, the distribution of these topics in each conference year and the diachronic totals of topics over ten years.

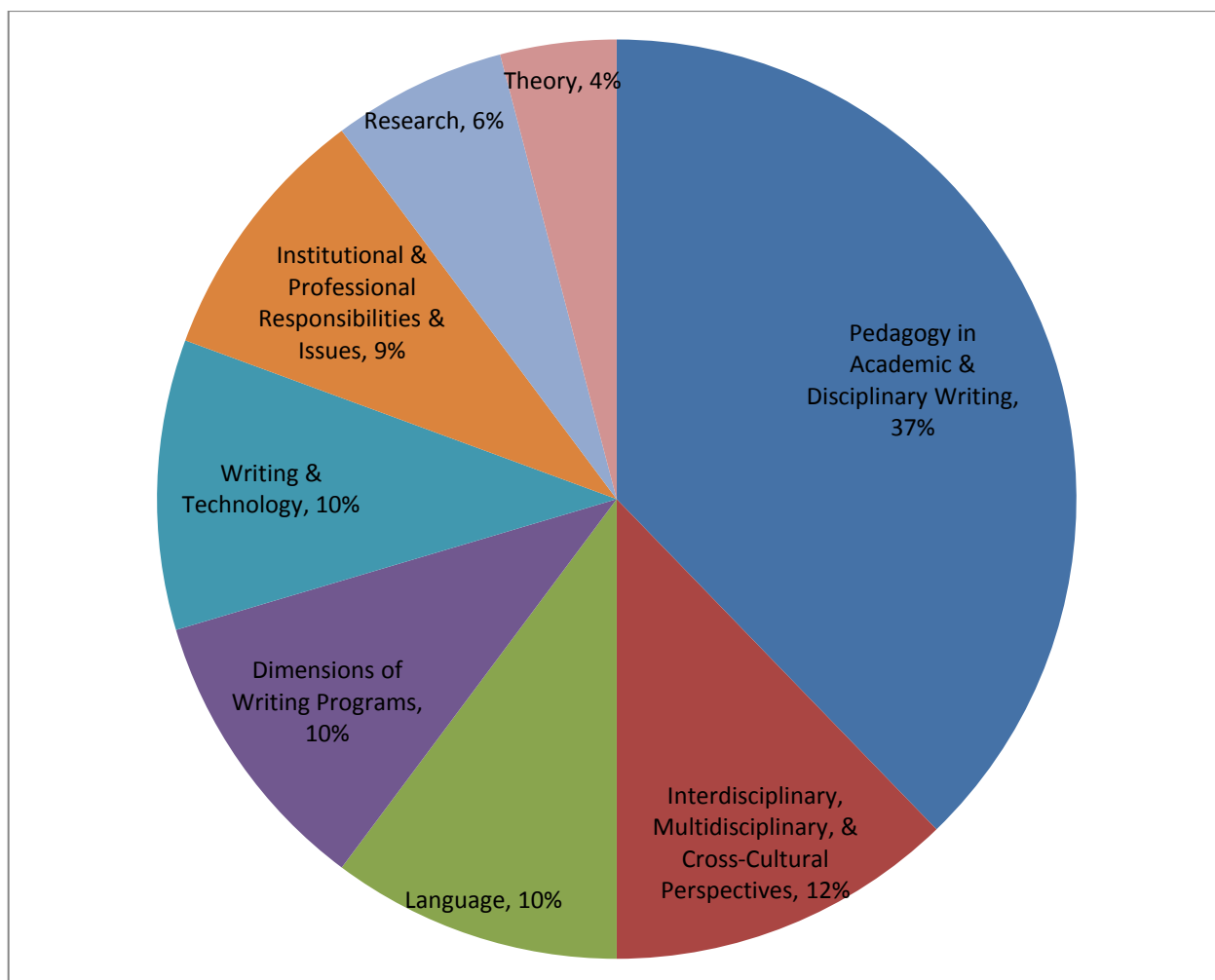


Figure 4: Diachronic Totals, 2001-2011

The most striking feature of these tables is the dominance of pedagogy overall and at each conference. Only once (at the 2005 Conference) did the number of abstracts with a primary pedagogical focus dip below 30 percent. Within the larger category of pedagogy, changes in two subcategories are particularly worth noting. One of these is 'feedback and assessment', which grew from negligible attention at the first conference to 36 percent in 2011; interestingly, the predominant focus of these abstracts shifted from 'response to student texts' (what *instructors* make of student texts) to 'student attitudes and reflections' (what *students* make of these responses), suggesting an increasingly student-centred approach over the course of the decade. The second subcategory, 'forms and methods', includes such matters as classroom and pedagogical strategies. At EATAW, these concentrate on the practical and immediately usable (e.g. teaching the literature review). Although this subcategory declined to 36 percent in 2009 and 2011, 'forms and methods' were the primary focus of about 60 percent of all pedagogy-focused abstracts in the first four conferences.⁶

Figure 3 indicates that attention to several other topical sets – 'Dimensions of Writing Programs', 'Writing and Technology', and 'Theory' – has also remained relatively constant

⁶ In our view, the practical emphasis of these abstracts is representative of the contrast with CCCC, where we find included in teaching-related sessions, such session headings as 'Parody as Critical Literate Practice', 'Food Memoirs, Argument, and Recipes as Protest', and 'Comic, Hip-hop, and the Rhetoric of Identity'.

over six conferences. Collectively, these topics have been the primary focus in slightly less than one fourth of all SPAs over six conferences (24 percent). The proportions show modest variations from year to year, but these may be attributable to factors such as the theme of the conference call for papers (CFP) rather than any broad, disciplinary turn. In 2005, for instance, when the theme was 'Teaching Writing On Line and Face to Face', primary topical attention to 'Writing and Technology' increased by 3 percent (from 10 to 13 percent) over the previous conference, and it rose by another 1 percent in the conference following. Thereafter, it decreased to 8 percent, where it has remained.

The diachronic pattern is quite different in the case of 'institutional and professional responsibilities and issues', which includes such matters as writing program administration and support for faculty. Not a single abstract made that topical set its primary focus in 2001, and despite a sharp rise in secondary focus on the topic, few made it the primary focus in 2003. In 2005, however, 'institutional and professional responsibilities and issues' was the primary focus of 13 abstracts from a diverse range of countries (Armenia, Germany, Greece, Italy, the Netherlands, Norway, South Africa, the U.K., and the Ukraine), and it was the secondary focus in an additional 11 SPAs. Attention to the topic has subsequently hovered near 10 percent of all abstracts. Among those who address it, the diversity of national affiliation is telling. Indeed, so strong is the emphasis on national context that we felt compelled to add that term as a code subheading to capture the typical inflection of issues and responsibilities at EATAW. This emphasis contrasts sharply with that of CCCC, where a shared American tradition and national context can be assumed. It may also represent a shift in the uptake of American research (and even a reaction to the strong American presence at EATAW), as EATAW participants become increasingly aware that programs and practices which have been successful in the U.S. must be substantively revised to address very different circumstances (see, for instance, Ganobcsik-Williams 2012).

Attention to diversity is also demonstrated by the many SPAs focused on L2 concerns. (By L2 concerns we are referring to abstracts that focus on the relationship between L2 and written rather than oral language skills.) Though 'language policies' and 'the globalization of English' (subheadings in the CCCC cluster 'Language') were the primary focus of only 10 percent of all SPAs, the pervasiveness of language issues emerged when we identified those abstracts that referred, for instance, to assignments for or studies of multilingual students.

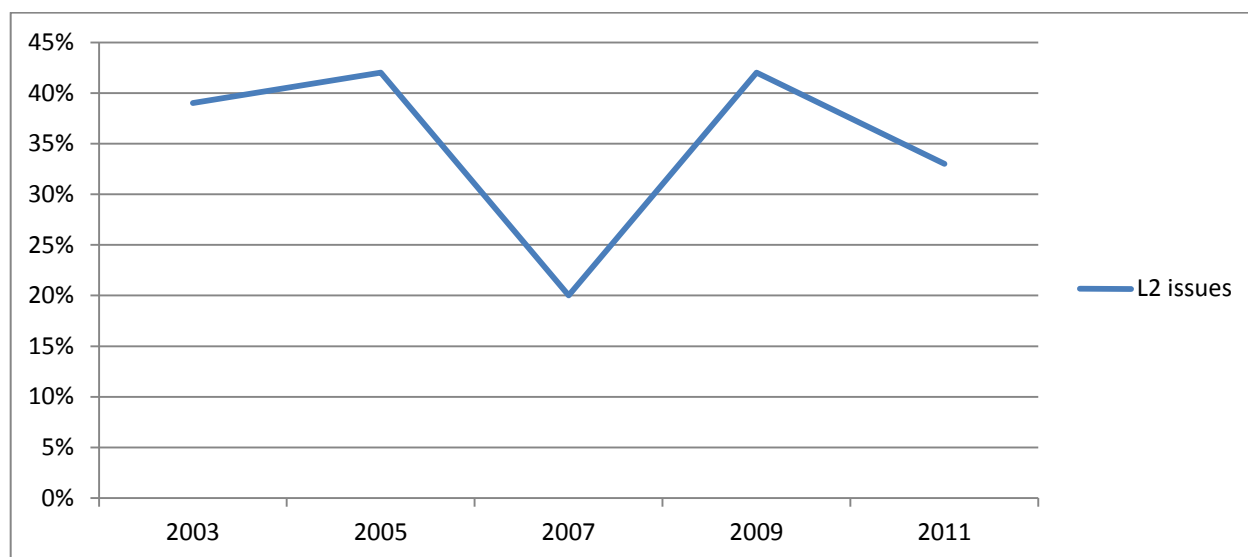


Figure 5: L2 Issues

As high as these proportions are, they are depressed by the large contingent of American presenters, who rarely address L2 issues. Indeed, of the 199 SPAs coded L2 through all six

conferences, only 10 presenters were affiliated with U.S. institutions. By contrast, 72 SPAs by other non-Europeans focused to some extent on L2 issues. Significantly, 40 SPAs from U.K. presenters demonstrated a focus on multilinguality, bringing the proportion of U.K. presentations in this category (34 percent) to a level slightly above the European average (32 percent), whereas the American proportion is just 16 percent. (A similar anomaly became apparent when we tallied the number of abstracts that focused on post-graduate students. At 24 percent, U.K. figures approximated the average of European presenters, at 23 percent, whereas the U.S. figures fell far below, at 6 percent).⁷

The relative dearth of abstracts coded primarily for research and theory, together with the increasing presence of research at the secondary level, merits closer commentary. It is important to note that in neither case does the term refer to an abstract that simply cited or used research or that referred to theoretical concepts. The code was applied only to those abstracts in which research findings, design, or methodology was stressed, or in which the development or investigation of theory was a significant concern, respectively. In our view, the low percentage of abstracts focused on theory is consistent with the predominance of pedagogy, emphasizing the pragmatic approach that characterizes EATAW discourse overall. Of those abstracts that did take theory as a primary focus, moreover, over 80 percent were proposed by presenters from inner-circle English-speaking countries. Unlike theory, which has maintained a steady though small presence, research has received increasing emphasis. Though it barely registered at the inaugural conference, it received some level of emphasis (primary or secondary) in approximately 50 percent of the SPAs at the 2011 Conference. Our hypothesis is that this development is in part a consequence of disciplinary socialization over time, as more participants come to realize that significant contributions to the EATAW discourse community depend on familiarity with the sources, research methods, and gaps in knowledge which that community considers significant. (SPAs at the 2001 Conference frequently depended on anecdotal, decontextualized reporting.) However, the increasing emphasis on research is no doubt also a consequence of prompting by directive CFPs, which in 2003 recommended that proposals indicate 'the relationship [of the topic] to the research/literature' and in 2005 and 2007 included research issues as a possible topic area. Indeed, such prompting may even be responsible for the prominence of empirical research in particular: in 2007 and 2009, potential contributors were asked, 'If you conducted empirical research, what methodology did you use?' Though unintended, the consequence of this singling-out of empirical research may have been to inflate its role. Whatever the reason for an increasing emphasis on research, quantitative or qualitative, we have noted a strong tendency in EATAW abstracts coded for research, consistent with the emphasis in those coded for pedagogy, on the written work, attitudes, and/or development of *students*.

Practices: Citations and Presentations

Our data also reveal diachronic changes in the citation patterns of SPAs. In 2001, approximately 25 percent of abstracts written by European presenters cited research; by 2009, that proportion had risen to nearly 55 percent. (Interestingly, the proportion of non-European abstracts with citations was highest in 2001, at nearly 60 percent; though it has subsequently fluctuated, in 2009 the proportion was only 38 percent.) These increases too may be a consequence of directive CFPs, which have increasingly asked for a balance of practical application with grounding in the existing body of writing theory and research. What may be more significant is the commonality of citations. Sources tend to cluster into three main groups. The most prominent of these is research based on an academic literacies approach, particularly the work of Lea, Lillis, Stierer, and Street. Uncited in 2001, such sources began to appear in abstracts by European presenters in 2003; by 2009 they were becoming a significant presence in European abstracts, cited (in various combinations) fifteen times. (They have been cited a total of 40 times over six conferences.) The second most prominent cluster of citations is to discourse and genre analysis, particularly the work of Hyland, Swales, and Feak. Again, these sources were cited by Europeans at EATAW for the

⁷ Indeed, even this degree of attention to L2 and post-graduate students may understate the case; as one of our reviewers observed, the vast majority of U.K. writing instruction is designed for international students, most of them in post-graduate education.

first time in 2003 and thereafter became fixtures. They have now been cited 29 times in abstracts by Europeans. By contrast with the academic literacies research, which is rarely cited in EATAW abstracts by non-European presenters, research rooted in discourse and genre analysis, especially Swales, is also cited frequently by presenters from outside Europe. The third prominent cluster is to research rooted in a contrastive rhetoric approach. Here, the most prominent sources are Kaplan, Connor, Mauranen, and Pennycook, whose work has, collectively, been cited 14 times. Such citation clustering in and of itself suggests a discourse community with common problems and common recognition of the research that best deals with these problems. But of course it will be noted that most of the specific sources cited in these clusters are home-grown – i.e. European rather than American. Again, this is no doubt a consequence, at least in part, of CFPs which began in 2007 to require of all abstracts relevance to the European context. Even so, the citation patterns suggest that common problems are increasingly being seen by EATAW presenters as quite different from those which have traditionally faced American researchers in rhetoric and composition. Particularly apropos in this regard is the research in contrastive rhetoric and academic literacies, both of which are rooted in awareness of social and cultural diversity.

A distinctive feature of EATAW is evident in methods of presentation, which consistently highlight co-presentation (or co-authorship). Only in 2003 did co-presentations dip below 20 percent of the SPAs – and then only slightly – while the average for the first six conferences was just under 30 percent (159 of 565 SPAs). Within this category, not surprisingly, are many institutional colleagues reporting on a joint project, but a considerable number of co-presenters have come from different institutions within the same country (the case with 16 co-presentations, or just under 3 percent of SPAs), while international partnerships have also played a role. The total number of the last is not dramatic (1 team in 2003, 3 in 2005, 7 in 2009), but it is, nonetheless, significant as a feature of SPAs.

The visibility of all such partnerships at EATAW conferences – as opposed to the practice of single presentation that dominates CCCC⁸ – reflects the linguistic, geographic, and political reality of EATAW's more globalized context. 'Networks are clearly a significant resource for all academic text production', Lillis and Curry (2010: 85) point out, 'but particularly so for multilingual scholars'; that is, scholars everywhere draw on the inspiration, support, and assistance of institutional and disciplinary colleagues, but for the native speaker of English, the value of the network may be muted, acknowledged briefly in a footnote, or invisible, as the single presenter takes the platform. As a result, the North American or Anglophone context more easily preserves conventional notions that 'typically picture the writer as an individual creator, one who must possess the full range of knowledge and abilities required for producing texts' (Lillis and Curry 2010: 62). Such notions thus become naturalized rather than understood as only one model for the creation of knowledge. EATAW practices of research and presentation, on the other hand, highlight cooperative scholarship and thus remain open to greater diversity of perspectives.

Discussion

As much as it confirms the persistence of some approaches and topical emphases at EATAW, our analysis of SPAs accepted for the first six EATAW conferences also reveals some new developments. The balance of these tendencies defines a community distinctive to the European context. Especially persistent has been a pragmatic, 'bottom-up' approach, most obvious in the frequency with which presenters focus on teaching and student needs. Whether concentrated on classroom strategies, the design of curriculum and assignments, or feedback and student response, pedagogical topics have dominated at each of the biennial conferences. Moreover, those topics have increasingly been addressed through empirical research. Donahue (2009: 230-231) has argued that systematic data-gathering of this kind in and of itself distinguishes European research from American – as does, we would argue, the

⁸ For example, of 1669 standard presentations at the 2009 CCCC, only 46 (2.8 percent) were co-presented.

relative dearth of theory. Whether or not Donahue's argument is accurate, what we wish to emphasize here is the aptness of empirical data-gathering for EATAW researchers: because the circumstances and student populations they face are very different from those addressed by the U.S. tradition of composition research, defining precisely *how* those circumstances and *in what ways* those students differ seems a fundamental requirement for European writing teachers/researchers who wish to establish their own set of best practices (or, for that matter, for writing teachers/researchers working anywhere outside the U.S.). The most striking of these circumstances is the multilingual reality with which European writing teachers and researchers regularly engage – and not only as a consequence of student diversity. Support for faculty writing is also an emerging topic in EATAW conference discourse, as European writing scholars respond to the increasing prominence of English as an academic *lingua franca*. Where CCCC is just beginning to recognize the complications of the multilingual classroom, multilinguality is already a felt and ever-present reality for the EATAW community, in research as well as teaching.

Such observations are unlikely to surprise regular EATAW participants, but in confirming common experiential responses, the quantitative analysis on which we base them provides stronger grounds for assessing the health of EATAW conferences and recommending future directions. To take one example: the extent to which topical analysis demonstrates a sustained pedagogical emphasis should offer reassurance that the discourse community represented in the EATAW conference has remained true to the teaching mission suggested by its name. Our data on presenters also indicate the organization's success in expanding the community of academic writing instructors, insofar as the scope of the conference has widened to include more presenters representing a greater range of both European and non-European countries. The community which has emerged, moreover, seems increasingly to share a sense of relevant issues and appropriate resources. This is evident, for example, in citation patterns, which tend with increasing frequency to refer to homegrown sources as much as or more than American sources, that is, to sources particularly well-suited to the socially and culturally diverse contexts in which European writing teachers work. Also worth noting is the success of EATAW conferences in stimulating partnerships that have resulted in co-authored and/or co-presented papers, as well as publishing initiatives such as *Teaching Academic Writing in European Higher Education* (2003) or *Writing Programs Worldwide* (2012), both collections involving conference participants, or the *Journal of Academic Writing*. Overall, our data suggest that in addition to serving several purposes specific to its mandate, the EATAW conference is fulfilling the goals for which academic conferences are commonly organized (Egri 1992 and Drott 1995): it has helped to socialize new teachers and researchers, strengthened a sense of community, and provided opportunities for friendship and collegiality, as well as professional networking.

Yet our analysis also suggests that EATAW is facing some difficulties. If it is to continue defining its own issues, research approaches, and theoretical frameworks, it will need to consider the costs as well as the benefits of growth and the balance between old traditions and new. A case in point is the proportion of presenters from the U.S. Operating, presumably, without quotas of any kind, EATAW organizers regularly accept a substantial number of American presenters (between approximately 12 and 25 percent of the total number of presenters, as Table 1 indicates). Given the strength of U.S. traditions in writing studies, there is no question that these presenters bring valuable disciplinary knowledge to the still relatively new community of European researchers and teachers. At the same time, precisely because this community is relatively new, one might reasonably ask whether there is a point at which American expertise could counteract the very purpose it seems intended to serve. European writing teachers and researchers are still in the process of discovering the precise nature of their contexts, their problems, and their solutions – all quite different from those of their American counterparts. However informative they may be, American presentations are unlikely to offer ideas well-fitted to the circumstances of any European country. What is more, if European writing teachers and researchers are not defining and developing solutions to their own problems, they will be missing out on the kinds of opportunities to create or strengthen a sense of community that so often grow from setting out on one's own.

We could, of course, adopt a very different perspective on the interaction of the two discourse communities with which we have been concerned in this article. If there is a risk that the strong American presence, buttressed by a well-developed disciplinary lexicon, will skew the conference's topical focus -- pushing attention too much in particular directions, setting research and teaching agendas that are less appropriate or inappropriate for other countries -- there is also the possibility that EATAW perspectives and approaches might offer a valuable corrective to shortcomings in the American tradition. This is particularly so in the case of monolingualist assumptions that have been thoroughly critiqued over the past decade in particular (see, for instance, Horner and Trimbur 2002; Canagarajah 2006; Matsuda 2009). As Donahue (2009: 221) proposes, American scholars can benefit from seeing 'what the teaching of academic writing might look like elsewhere', including what it looks like when taught in languages other than English, and from the research methods that typify European approaches. That influence in this direction has at least begun is suggested by the number of abstract titles by Americans which foregrounded references to 'multilinguality' at the most recent EATAW conference in 2013. Significantly, two of the keynote speakers at that conference were Matsuda and Donahue, prominent voices in encouraging American compositionists to take a more international perspective in their research and teaching.⁹

There are indications that the EATAW Board recognizes some of the risks we have identified above and is taking steps to address them. The selection of Budapest as the 2013 host, for example, returned the conference to a non-Anglophone country, an appropriate choice, in our view, given the conference theme of multiliteracy, and one that may have sought both to rein in the increasing dominance of presenters from inner-circle countries and to foster academic writing research in other languages and in countries of the expanding circle. We wish the Board and the Conference success in such endeavours. Situated as we are in a Canadian university, we may not be part of the larger community of European writing teachers and researchers, but we are long-standing and fond participants of EATAW, and in that sense we have become part of the discourse community on which this article focuses. The internationalist perspective it represents has a distinctive and crucial contribution to make to the study of writing in higher education.

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⁹ Less encouraging is the news from the other side of the Atlantic. At the 2009 CCCC, only 24 of 1715 presenters (1.4 percent) were affiliated with non-American institutions; of those, 15 were Canadian and 9 were from inner-circle countries.

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APPENDIX 1: Adapted Coding Schema

P = Primary S = Secondary
#/# = raw counts by conference//diachronic total

1. Pedagogy in Academic & Disciplinary Writing

- A forms & methods
- B levels & audiences
- C feedback & assessment
- D intertextuality & plagiarism
- E WAC pedagogy
- F Tutoring

P = 17/30/32/30/55/47//211
S = 12/43/59/45/73/83//315

2. History

Counts negligible

3. Writing & Technology

- A Computer-based literacies
- B E-learning (online, distance learning)
- C Electronic publishing
- D Economic issues
- E Hypertext & hypermedia
- F The Internet & World Wide Web
- G Multimedia/multimodal classrooms
- H Pedagogy in digital environments
- I Software development & design

P = 5/7/14/11/10/9//56
S = 3/5/12/6/8/11//45

4. Institutional & Professional Responsibilities & Issues

- A Administration of writing programs
- B Advocacy of writing instruction
- C Cross-institutional articulation
- D Cross-disciplinary collaboration
- E Dept programs (majors, minors, graduate)
- F Independent writing/rhetoric programs or centres
- G Intellectual property
- H Support for faculty & research writing campus-wide
- I Teacher preparation
- J Working conditions
- K Adjunct faculty concerns
- L National contexts

P = 0/3/13/9/15/13//53
S = 2/14/11/7/16/15//65

5. Interdisciplinary, Multidisciplinary, & Cross-Contextual Perspectives

- A Interdisciplinary & multidisciplinary scholarly & instructional partnerships
- B Research on writing in other disciplines & contexts
- C Adaptation to rhetoric & writing of methods from other disciplines
- D Extensions of research or instruction into new sites of inquiry
- E Collaboration among members of different contexts (e.g., K12/University; business/higher education)
- F International & cross-cultural studies or projects

P = 2/9/15/9/15/20//70
S = 4/5/17/10/16/19//71

6. Language

- A Language policies & politics
- B Language identity, variation & diversity
- C Biliteracies & Second Language Writing
- D Globalization of English
- E Literacy practices & programs

P = 2/4/15/6/23/4//54
S = 4/15/27/16/33/17//112

7. Professional and Technical Writing

- A Writing in the professions: business, science, public policy, etc.
- B Consulting & teaching in the workplace
- C Workplace studies

P = 3/0/0/0/1/1//5
S = 2/0/0/6/1/1//10

8. Research

- A Research findings
- B Analytic techniques (discourse analysis, stylistics, & genre analysis, etc.)
- C Methodologies (historiographic, linguistic, archival, surveys, databases, ethnographies, case studies, etc.)
- D Research design
- E Ethics & representation
- F Research in digital rhetoric
- G Research in cultural rhetoric
- H Digital humanities research
- I Assessment research
- J Undergraduate research (in the writing classroom or in writing programs)

P = 0/4/7/7/7/11//36
S = 6/8/26/16/59/88//203

9. Theory

- A Rhetorical theory/theories of visual rhetoric
- B Theories of composing
- C Theories of reading & writing
- D Theories of pedagogy
- E Theories of learning to write & writing development
- F Theories of literacy
- G Theories of writing in society
- H Critical, gender, race, identity, disability, & cultural theories in rhetoric & writing studies

P = 1/2/4/2/10/5//24
S = 1/4/10/1/11/14//41

10. Dimensions of Writing Programs

- A Large or small programs
- B Curriculum design
- C Outcomes & assessment
- D Learning communities
- E Service learning or outreach
- F WAC & WID specific writing programs
- G The writing major/minor
- H Tutoring
- I Writing centres

P = 3/12/12/5/12/10//54
S = 4/7/11