# TEXT TYPOLOGIES APPLIED TO ACADEMIC TEXTS ON UNIVERSITY WEBPAGES

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*Abstract: The current study is part of a broader research seeking to set up guidelines with suggestions and recommendations for the clear and efficient communication of academic course and programme descriptions on university webpages. The aim of this paper is to revise the existing classifications of genres and text-types which are the most significant to the development of research of institutional academic language, concentrating on the typologies based on contextual focus and communicative functions of language, and then position the web-based academic texts in a distinct textual and generic typology. For the explanation of these theoretical concepts text samples extracted from several Romanian university websites have been used. The findings of the research show that several text typologies work and can be applied to course and programme descriptions, as well as on other types of academic texts belonging to the institutional academic language, since they are multifunctional texts, sharing several communicative functions.*

*Keywords: academic texts, text typology, course descriptions, programme descriptions*

## 1. Introduction

At the outset, mention should be made that the current study is part of a broader research which seeks to set up guidelines with suggestions and recommendations for the clear and efficient communication of academic course descriptions (ACDs, Gesuato 2011) and academic programme descriptions (APDs) on university webpages (UWs, Caiazzo 2011) in Romanian, but also for the translation process involved in their rendering into English. In light of current research, the positioning of such texts in a distinct textual and generic typology, to begin with, is fundamental.

Should the academic texts be attributed to a register (the 'academic' register) or a genre (the 'academic' genre)? How many types of texts have been identified so far? With these questions in mind, my intention is to set an example of good "socio-textual practice" (Hatim 2009: 37) in ACD and APD writing, in which engaged users (potential and current students mainly) find themselves at ease in terms of "situational appropriateness", "textual well-formedness", "generic integrity", and "discourse perspective" (Ibid.). Before deciding whether the academic texts fall into one category or another, the theoretical background of the terminology will be thoroughly reviewed.

## 2. Text linguistics: genres and text types. Theoretical background

Since "there is not a single classification that can be used to order and classify all types of texts" (Medina 2002/2003: 149) and, according to Neubert and Shreve, most typologies cannot integrate the three fundamental text functions, i.e. the social function, the informative contents and the text form (1992: 132), the existing classifications of *genres* and *text-types* which are the most significant to this research theme will be looked into.

Referring to text typology, Trosborg admits there is not "a general consensus on the meaning of the term" (Trosborg 1997: 3). Consequently, she raises a number of well-grounded questions in order to identify classificatory categories ('text-internal' and 'text-external' criteria are to be sought), and also to solve the terminological problems among *text*



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and *discourse*, *register*, *genre* and *text-type*. She opines that "the two separate terms *text* and *discourse* may be used interchangeably" (Ibid.: 4, italics added) due to the development of the notion of *text* which "has expanded from a descriptive structural to a processual unit adopting situational factors into its scope" (Ibid.). She relates to the theory of Halliday, McIntosh and Strevens (1964) according to which language is divided into user-related varieties (dialects) and use-related varieties (registers). From her point of view, *registers* comprise "an open-ended set of varieties (or styles) of language typical of occupational fields, such as the language of religion, the language of legal documents, the language of newspaper reporting, medical language, technical language, etc." (Ibid.:5). On the other hand, *genres* are "texts used in a particular situation for a particular purpose. […] *[R]egisters* are divided into *genres* reflecting the way social purposes are accomplished in and through them in settings in which they are used" (Ibid.:6, italics added). Hereof she mentions 'academic conversation' (interchangeable with 'academic register', if academia is considered an occupational field) including a variety of "casual hallway chats, lectures, conversations between teachers and students in and out of class, e-mail, memos, scholarly papers, books" (cf. Bhatia 1993, cited in Trosborg 1997: 7).

As Trosborg investigates, scholars' opinion with reference to the criteria defining *genres* has been twofold: some consider *genres* are defined primarily based on *external* (circumstantial) *criteria* (cf. Biber 1989, cited in Trosborg 1997: 9), while others claim that it is the communicative purpose (see genre as a *social* action, cf. Swales 1990, Ibid.), and/or linguistic content and form (*internal criteria*) which define them. While acknowledging these theories, Trosborg clearly urges the need of a multicriterial model/multi-dimensional approach to *genre*, which, she claims, comes from Halliday (1971). His social theory of language with its three-fold division in field, tenor and mode, known as the systemic-functional model, has become one of the landmark models of language world-wide, widely used by functionalists (Trosborg 1997: 11).

Trosborg's study of the classifications of texts presents two more old-standing traditions: one which groups texts according to *purpose* (or *communicative functions* such as to inform, to express an attitude, to persuade, to create a debate and so forth), the other according to *type* (see informative, argumentative, descriptive, expository, narrative, instrumental, etc.). Finally, she makes a clear distinction between *genres* and *text types*, in that "genre refers to completed texts, communicative function and text type, being properties of a text, cut across genres" (Ibid.:12).

Discussing categories of texts, Sager claims that they "arise from conventionalised communicative situations", and can be recognized through the situation and the textual structure (Sager 1997: 31). According to him, text types are characterized by topic and mode of expression/reception. A memo, for example, may be directive, instructional or informative, according to its subtypes (Ibid.), which means that intentions provide the criteria for the subdivision of texts.

Moving the debate on to *genre*, it is important to mention Bhatia's (1993) valuable contribution in the field of genre analysis. He upholds the idea that the nature of genre can be determined via external criteria, mostly by relating the given text to other texts of the same genre, a process described in seven steps which do not necessarily need to be carried out in the proposed order. *Differentcommunicativepurposes* lead to *differentgenres* (cf. Bhatia 1993, cited in Trosborg 1997: 10). His description of *genre* as "primarily characterized by the communicative purpose(s) it is intended to fulfil" (cf. Bhatia, cited in Nielsen 1997: 209), does not differ much from certain definitions of *text* regarded from the macrostructure perspective, provided by a number of scholars such as Hatim and Mason's (1990: 2), Crystal's (2008: 482), or Glaser's [1].



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More recently, Crystal defines *genre* as "any formally distinguishable variety that has achieved a level of general recognition, whether in speech or writing, such as commercial advertising, jokes, and sermons" (Crystal 2008: 210). In his view, each genre has several features in respect to "the use of language, especially in relation to subject-matter, purpose (e.g. narrative, allegory, satire), textual structure, form of argumentation, and level of formality" (Ibid.).

### 3. Hatim and Mason's text typology based on contextual focus

In his turn, Hatim attempts to "disentangle […] some of the ramifications surrounding the use of these terms and the interrelationships that obtain among them" (2009: 37). Admitting from the start that all texts display more types of features, Hatim and Mason propose a text typology based on the multifunctionality of texts, which is "the rule rather than the exception" (1990: 138). They define *text type* as "a conceptual framework which enables us to classify texts in terms of communicative intentions serving an overall rhetorical purpose" (Ibid.:140). Consistent with their theory, text sample [A] below, for example, endorses several 'mutually relevant communicative intentions' which all serve the 'overall rhetorical purpose'.

**Text sample [A]**

> ***Conţinutul cursului:*** *Cursul este organizat tematic în maniera următoare: elemente de geografie şi istorie referitoare la Sudul american; literatura sudică – continuitate americană şi elemente distinctive; Sudul ca spaţiu real şi spaţiu mental; istorie, mit, nostalgie şi ficţiune; Războiul Civil în istorie şi literatură; structură socială şi relaţii rasiale; de la sclavie la Drepturile Civile; lumea creolă; Sudul în secolul al XX-lea – noi perspective. Aceste teme vor fi discutate si exemplificate prin opere literare reprezentative ale unor autori precum: Thomas Nelson Page, Augustus Longstreet, Mark Twain, Kate Chopin, George Washington Cable, William Faulkner, Flannery O'Connor, Katherine Anne Porter, Eudora Welty, Alice Walker.* (ACD of *Literature of the American South,* source: www.uaic.ro)

In our case, these intentions may be:

1. to present information about the course;
2. to attract students' attention;
3. to convince students this is a worthwhile course;
4. to explain the course structure;
5. to announce the themes/authors to be discussed during classes.

*Genre*, on the other hand, is viewed "in terms of a set of features which we perceive as being appropriate to a given social occasion" (Ibid.), whereas *discourse* reflects "the attitude towards the occasion", i.e. the non-linguistic phenomena (Ibid.:142). The text sample [B] below intends to illustrate the notions of genre and discourse, according to their theory.

**Text sample [B]**

> *"In Chapter I THEORETICAL APPROACHES ON CREATIVITY, we focused on the term creativity as individual and cultural phenomenon, which can always turn possibilities into reality. Definitions of creativity are made depending on the context, each with its own set of goals and objectives that suggests a cognitive approach to develop judgments about creativity by focusing on the creative person's general skills, the creative process and the subjective and objective factors leading to the achievement of the original product. In education, focus on teaching scientific reasoning taking into account the type of problem contexts in which knowledge and skills students are used. Starting from the consideration that each child is endowed with the potential to be creative in this study we tried to find the teaching experiment, whether and how do primary school teachers to know students' latent abilities, when used creative methods. We believe that creativity in schools involves "playing with ideas", in all curricular areas, for which teaching is not restricted to the creative class than*



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*how the teacher manages and organizes learning."* (PhD thesis abstract, source: www.ubbcluj.ro)

In terms of genre membership, text sample [B] above is an abstract to a PhD thesis. Such a genre generally asks for the text producer's neutrality in presenting an argument (as 'discoursal values', as Hatim and Mason claim), which should be supported by relevant data. The text producer's impartiality should be noticeable both in the text format and in the expression of content. In other words, an abstract, as a genre, requires facts to be presented as they are, without the text producer's subjective intrusion into the subject or passionate expression of one's own ideas. In text sample [B], however, the 'discoursal values' conveyed by the text producer's personal interpretation (e.g. "creativity […] can always turn possibilities into reality", "the consideration that each child is endowed with the potential to be creative", or "creativity […] involves "playing with ideas"") shift the text overall rhetorical purpose and turn the text into an essay, a genre which allows the expression of personal views. Besides, the actual data which should support the text producer's argument is difficult to follow. On the whole, the text is hardly coherent and it needs to be read several times before the message can be understood. In Hatim and Mason's opinion, the text incoherence is held responsible for the violation of generic and discoursal norms which affect the cohesive progression of the text. (1990: 144).

Hatim and Mason examine how context determines the focus of texts and use the 'dominant contextual focus' as the basis for their text typology, which includes:

1) the *argumentative* text type which has "as a contextual focus the evaluation of relations between concepts" (Ibid.:154).

Although ACDs and APDs are not primarily argumentative texts, I shall exemplify this type of texts through text sample [C] below, which is the presentation of an academic programme.

**Text sample [C]**

*E aproape de prisos să argumentăm necesitatea unui masterat de limba română la Facultatea de Litere din Cluj, singurul, de altfel, facultate care are un număr mare de absolvenţi ai specializării Limba şi literatura română, ca prima sau a doua specializare, dintre care destul de mulţi intenţionează în perspectivă să facă un doctorat în filologie, cu aplicaţie specială la problemele limbii române.*

*În al doilea rând, pregătirea din motive obiective, relativ superficială în cei (numai) trei ani de studiu reclamă o aprofundare a specializării, în acord cu exigenţele mereu sporite ale şcolii, mai cu seamă la nivel de liceu.*

*În particular, se simte nevoia acută de implicare majoră şi responsabilă a specialiştilor (actuali şi mai cu seamă viitori) în cultivarea limbii române actuale, care trece printr-o perioadă de puternică influenţă anglo-americană, în primul rând lexicală, dar şi fonetică şi gramaticală, influenţă nu în totalitate benefică.*

*Orientarea interdisciplinară a acestui masterat – româna în context romanic – răspunde orientărilor curriculare actuale, încercând să dea masteranzilor o imagine de ansamblu asupra domeniului lingvistic şi cultural romanic, nu numai dintr-o perspectivă diacronică, aşa cum se face adesea, ci şi sincronică, construind o bază tematică şi practică pentru abordări specializate ulterioare.*

*Masteratul, prin evantaiul de discipline oferite, cu ambiţii profesional didactice, dar şi de cercetare, se construieşte pe ideea unui sprijin reciproc în aprofundarea limbilor romanice, cu relevanţă nu numai pentru configurarea complexă (limbă, cultură, mentalităţi, istorie etc.) a individualităţii limbii române, ci şi a celorlalte limbi romanice.*

*Prin acest masterat se încearcă formarea, fie ea şi modestă, a unor specialişti în domeniul romanic, sincronizându-ne astfel cu învăţământul filologic romanic din alte ţări..* (APD on *Romanian Language in Romanic Context*, source: www.ubbcluj.ro)



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Text sample [C] displays several features of an argumentative text, such as counter argumentation (e.g. *cultivarea limbii române actuale, care trece printr-o perioadă de puternică influenţă anglo-americană [...] nu în totalitate benefică; pregătirea [...] relativ superficială în cei (numai) trei ani de studiu*), false negation of argumentation (*[e] aproape de prisos să argumentăm*), cohesive devices for emphasis (*nu numai, ci şi; dar şi*), irony (*se simte nevoia acută de implicare majoră şi responsabilă a specialiştilor în cultivarea limbii române actuale*), repetition (*aprofundarea limbilor romanice – o aprofundare a specializării*), use of adverbs (*de altfel, [î]n al doilea rând, [î]n particular*), parenthetical explanation (*aşa cum se face adesea; configurarea complexă (limbă, cultură, mentalităţi, istorie etc.); specialişti (actuali şi mai cu seamă viitori); formarea, fie ea şi modestă, a unor specialişti*).

2) the *expository* text type, which may be narrative or descriptive, in which "the contextual focus is either on the decomposition (analysis) into constituent elements of given concepts, or their composition (synthesis) from constituent elements" (cf. Werlich 1976, cited in Hatim and Mason 1990: 154f.)

Even if, again, neither ACDs nor APDs are primarily expository texts, since they do not usually narrate 'actions' or 'events' or describe 'objects' or 'situations', text sample [A] shares features of this type of texts. By mentioning the sequence of situations and events *sclavie – Războiul Civil – Drepturile Civile,* the text producer creates a picture of the tumultuous times of that age, which the text receiver can actually visualise. The given timeframe (*în secolul al XX-lea – noi perspective*) is equally bound to support the expository structure of the text by placing the aforementioned situations and events before that period of time.

3) the *instructional* text type, focused on "the formation of future behaviour" (Hatim and Mason 1990: 156), which is twofold: instruction with opinion (e.g. advertising, consumer advice) and instruction without opinion (e.g. contracts, treaties).

To illustrate the former sub-type of instructional texts, I shall refer to text sample [C], which has been proved an argumentative text, but which also works as an advertising, the two types having a lot in common, both being 'operative texts', according to the typology developed by Reiss, in which the following principles have been identified (cf. Reiss 1976, cited in Hatim and Mason 1990: 157):

- memorability (rhetorical repetition: *aprofundarea limbilor, aprofundare a specializării, specialişti, abordări specializate*);
- suggestivity (exaggeration: *pregătirea [...] relativ superficială în cei (numai) trei ani de studiu*; value-judgements: *exigenţele mereu sporite ale şcolii*; implication: *evantaiul de discipline oferite; ambiţii profesional didactice*);
- plausibility (appeal to 'experts': *implicare majoră şi responsabilă a specialiştilor, formarea [...]unor specialişti*);
- language manipulation (propaganda: *singurul masterat de limba română la Facultatea de Litere din Cluj; un număr mare de absolvenţi; mulţi intenţionează în perspectivă să facă un doctorat în filologie*).

The type of instruction without opinion is largely characteristic of that part of ACDs dedicated to the methods of assessment, as exemplified below in text sample [D].

**Text sample [D]**

*Studenţilor li se cere:*

- *participare activă la seminarii şi cursuri*
- *scrie trei lucrări de control*
- *examen oral cu bilete la sfârşitul cursului*

*Cerinţe minime pentru nota 5 (sau cum se acordă nota 5):*



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- *participarea la 50% din cursuri şi seminarii este obligatorie*
- *realizarea unei lucrări de cercetare satisfăcătoare*
- *participare la examinare orală şi cunoaşterea unui minim de date fundamentale ale cursului*

*Cerinţe minime pentru nota 10 (sau cum se acordă nota 10):*

- *participarea la 50% din cursuri şi seminarii este obligatorie*
- *realizarea unei lucrări de cercetare excelente*
- *participarea foarte activă şi eficientă la dezbaterile din seminar*
- *răspuns excelent la examinarea orală*

(ACD on *European Construction*, source: www.politice.ro)

The text focus on 'instruction' is adequately handled in text sample [D] through conventional patterns of instructional style in Romanian (*participareaeste obligatorie*), the use of impersonal verbs (*se cere, se acordă),* predominance ofnominal forms (*participarea, realizarea, cunoaşterea*), as well as precision of requirements (***50%** din cursuri, **trei** lucrări de control, examen oral **cu bilete***).

**4. Text typologies based on communicative functions of language**

As a linguistic notion, text-types are rooted in the development of text linguistics starting in the 1960s, whose main object is the functional text. In reality, even to this day there has not been reached a general agreement as to what text-types are. This is clearly due to the existence of several approaches to text-types and terms with similar but not identical meanings.

Beaugrande and Dressler recognize the necessity to present a typology of texts when approaching the standard of *intertextuality*, which they hold "responsible for the evolution of TEXT TYPES as classes of texts with typical patterns of characteristics" (1981:10, original emphasis). Their text typology includes only *description* (focused on objects or situations), *narration* (focused on actions or events), and *argumentation* (presenting beliefs or ideas as true vs. false, or positive vs. negative), the type of text being established by its **communicative function** (Ibid.: 184). Although they remark the mixture of these functions in many texts (discussing the case of literary texts which share them all), as well as the possibility of shifting a text to another type, they uphold the idea of a dominant function which assigns a text to a certain type.

Several text typologies based on the **languagefunctions** were drawn on Karl Bühler's organon model of linguistic communication (1934). His model defines three basic communication functions according to which linguistic communication can be described:

- the representation function (cf. informative/depictive, referent oriented),
- the expressive function (source oriented), and
- the conative function (cf. appellative function, audience oriented).

Bühler's classification of language functions inspired both Katharina Reiss in developing her typologies of texts (even if she did this so that translation critiques have a sound understanding of the original before assessing translations, it still remains an important contribution in text linguistics), as well as her successor, Christiane Nord, in discussing her own model of language functions.

***4.1 Katharina Reiss' typology of focused texts***

Based on Karl Bühler's classification of language functions, Reiss (1976) suggests a similar division of communicative situations with three corresponding text types:

*a)* the *informative* texts which aim at communicating facts from the real word (news, knowledge, information, arguments, opinions, feelings, judgements, intentions etc.);



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*b)* the *expressive* texts which represent creative compositions in which the artistic component is predominant;
*c)* the *operative* texts which aim at inducing behavioural responses on the part of the readers.

Later, Katharina Reiss proposes an updated classification of texts according to their dominant function, agreeing that "the whole of a text will not always be dedicated exclusively to a single form" (Reiss 2000: 25). Reiss' new typology, which also provides a comprehensive list of textual genres for each type of texts, includes:

- content-focused texts,
- form-focused texts,
- appeal-focused texts, and
- audio-medial texts.

The *content-focused* texts "concerned primarily if not exclusively with communicating information" (Ibid.: 30) are widely present on the Romanian UWs through the presentation of events, university news and press releases, thematic/departmental news, newsletters, news on admission, current vacancies; student-directed information (on available scholarships, accommodation, facilities on campus, etc.); treaties/official documents such as the collective agreement, inter-institutional agreements, the founding document, the strategic plan; the course catalogue, the student guide; thematic reports; the rector's message, testimonials, columns like 'university presentation', 'university history', 'mission and vision', etc. Despite the fact that the formal aspect of these texts is not of major significance, the author chooses his/her language along with the audience factor.

The *form-focused* texts, which Reiss also calls *source language* oriented texts, "*express* more than they *state*" (Ibid.:32). The emphasis is placed on the formal elements, such as figures of speech and style, that "not simply exercise an influence over the subject matter, but go beyond this to contribute a special artistic expression" (Ibid.). This category of texts is poorly represented on UWs and may be identified in the form of mottos.

The *appeal-focused* texts distinguish themselves "in always presenting information with a particular perspective, an explicit purpose, involving a *non-linguistic* result" (Ibid.:38, original italics). The intention of these texts is to trigger a particular reaction of the audience, even "inciting them to engage in specific actions" (Ibid.:39). According to Reiss, they include mostly advertising, which may correspond to university advertisements in local newspapers or local TV stations, and publicity under various forms like university presentation brochures, conferences, symposia, exhibitions, thematic fairs, award ceremonies, book launches, etc.

Finally, the *audio-medial* texts, which are dependent on non-linguistic technical media and on other forms of expression (graphic, acoustic, visual), may also be identified on UWs, although their presence is sporadic (e.g. the transcripts of "Gaudeamus Igitur").

### *4.2 Christiane Nord's functional typology*

Karl Bühler's work inspired Jakobson in building his own communication model (1960) to which he added three more functions of language:

- the poetic function,
- the phatic function and
- the metalinguistic function.

In her classification of language functions, Nord eliminates Jakobson's *metalinguistic* function on grounds that it "may be regarded as a specific subfunction of the referential function since language or a language or an element of a particular language is just a specific object the sign refers to" (2007: 54), as well as his *poetic* function since "poetic markers are usually not an aim in themselves but intended to support either the referential (e.g. in



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onomatopoeic language), or the expressive (e.g. in the symbolic aspects of sounds), or the appellative function (as in slogans, book titles, and the like)" (Ibid.). Consistent with her theory, I shall analyse the four functions left, offering examples from academic texts, including ACDs and APDs, on Romanian UWs, to illustrate how they are marked linguistically.

According to Jakobson (cited in Nord 2007: 54), the *phatic* function "refers to the channel of communication and aims at establishing, maintaining or ending contact between sender and receiver". Although apparently it is absent in the ACDs and APDs posted on the Romanian UWs, being characteristic mostly of the spoken language, the *phatic* function may be found in several other types of academic texts, such as the university presentation brochure, the rector's message, or 'Why choose us?' column, as shown in *Table 1* below, where the text producer intends to establish a relation with the text receiver and purposely maintains the communication channel open.

***Table 1.*** **Exemplification of the *phatic* function in academic texts**

| **Type of academic text** | **Expression of the phatic function** | **Examples** |
|---|---|---|
| university presentation brochure* | salutation formula | ***Hi there!*** *I'm Alexa, the University mascot.* |
| | thematic introduction | *This is going to be quite a journey, so I hope you're as eager as I am!* |
| | informal good-byes | *That was it, in a nutshell!*<br>*Goodbye for now!* |
| | discourse connectors | ***If so****, our Master's Programme in International Development Studies is meant for you!*<br>***Then*** *I suggest you look into the study programmes […]*<br>***Of course****, it was easy for us to be at the very top back in 1860 […]* |
| | advice | ***I highly recommend*** *the BA and MA programmes in Sacred Art!*<br>***I'll make you a suggestion****: the Master's Programme in Archaeology, Ancient Civilization and Art!* |
| | contracted forms | ***You'd*** *be attending a selection of courses […]*<br>***Here's*** *what to except […]* |
| | colloquial idiom, also reference to the song ***I Heard It Through The Grapevine*** released in 1967 | ***I heard it through the grapevine*** *that you were on the lookout for a great university.* |
| | informal register, rhetorical questions | *Fancy that?*<br>*Could you imagine it?*<br>*Ready? Steady? Go!* |
| | invitation | *[…]* ***be my guest*** *and access our university webpage* |
| Rector's message** | salutation formula | ***Dragi studenți****, […]* |
| | statement of opinion | ***Am convingerea că*** *ați făcut o alegere excelentă și* ***țin să*** *reiterez faptul că Universitatea [...]*<br>***Cred cu tărie că*** *aveți calitățile necesare, dorința și puterea de a reuși!* |
| | discourse connector | ***De aceea,*** *gândurile mele se îndreaptă cu speranță și încredere spre dumneavoastră, dragi studenți.[…]* |



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| | | |
|---|---|---|
| | | ***În acelaşi timp**, Politehnica are nevoie de dinamism [...]* |
| 'Why choose us' column*** | direct form of address, repetition, rhetoric emphasis | ***Vrei sa** devii medic **de-adevaratelea**? **Cu halat si parafa?Vrei sa** lucrezi in cele mai renumite spitale din Romania sau din lume?* |
| | discourse connectors | ***Si** printre cei mai apreciati medici? Daca raspunsul este afirmativ, **atunci** nu mai sta pe ganduri!* |

* Source: www.uaic.ro
** Source: www.upt.ro
*** Source: www.umfcd.ro

The *representational* (or *referential*) function "refers to the relationship between the linguistic sign and the object of communication" (Ibid.: 56). Moreover, Nord claims that it "relies on previous knowledge shared between sender and receiver, which forms the basis for any new information that is given in the text" (Ibid.: 57). This function is significantly present in almost all types of academic texts, including ACDs and APDs, of which the texts samples below are just a few examples.

**Text sample [E]**

*Acest curs îşi propune să iniţieze masteranzii în studiul realităţilor politice, economice şi sociale ale Vecinătăţii Estice a Uniunii Europene, al eficacităţii programului „Parteneriatul Estic" lansat de Uniunea Europeană în 2009, al crizelor, tensiunilor şi dilemelor specifice regiunii cuprinse între Uniunea Europeană şi Federaţia Rusă.* (ACD of *European Governance*, source: www.ubbcluj.ro)

The linguistic terms in text sample [E] relate to the referents in the external world, namely the institution of the European Union (object), the Eastern countries (object: *Vecinăt[atea] Estic[ă], Parteneriatul Estic, Federaţia Rusă*), the relationships of the European Union with the Eastern countries (state of affairs: *realităţi politice, economice şi sociale*).This basic information, which is supposed to be common ground for the text producer and text receiver, is supplemented with new information connecting the objects referred to, such as the existence of a running project (*programul „Parteneriatul Estic" lansat în 2009*), and the nature of the current relationships (*crize, tensiuni, dileme*).

**Text sample [F]**

*Universitatea „Vasile Alecsandri" din Bacău este o importantă componentă a sistemului de învăţământ din România, recunoscută pe plan naţional şi internaţional pentru calitatea procesului instructiv-educativ şi pentru activitatea de cercetare. Universitatea se află în partea centrală a Moldovei, în oraşul-reşedinţă al judeţului Bacău, oraş cu o populaţie de 200 000 locuitori. Municipiul Bacău face parte din generaţia oraşelor vechi ale României, prima atestare documentară datând din anul 1408, din timpul domniei lui Alexandru cel Bun. Oraşul este situat pe arterele de circulaţie europene şi naţionale care fac legătura cu Bucureştiul, cu nordul ţării, precum şi pe arterele care fac legătura între Moldova şi Transilvania. Universitatea s-a născut şi s-a dezvoltat în strânsă legătură cu tradiţiile culturale şi istorice ale regiunii.* ('About us' section, source: www.ub.ro)

Text sample [F] is even more informative than text sample [E] due to the purpose it is intended for. The referents in the outside world to which the linguistic names *Universitatea din Bacău* and *Municipiul Bacău* relate, are the University (including its building, teaching staff, students, campus, facilities, educational programmes, etc.) and the City of Bacău (its people, residences, streets, parks, etc.). The text intends to bring to light novel information,



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which is built on the information already shared between the text producer and the text receiver (the receivers of this text know what the term *Universitatea din Bacău* refers to). Thus, readers learn about the name of the university (*„Vasile Alecsandri”*), the location of the university (*în partea centrală a Moldovei [...]*), the city population (*200 000 locuitori*),the location of the city (*este situat pe arterele de circulaţie europene şi naţionale [...]*), the university attachment to the regional culture and history (*în strânsă legătură cu tradiţiile [...]*). The *referential* function is marked mainly by the use of denotative vocabulary and the 3rd person forms of the verbs (*este, se află, face parte, fac legătura, s-a născut, s-a dezvoltat*).

At the same time, text sample [F] indirectly bears an *expressive* function, in view of the fact that it “refers to the sender’s attitude towards the object of communication and includes the expression of feelings” (Ibid.). The text producer’s standpoint regarding the University (the object of communication) is revealed from the first sentence. The use of “connotative or evaluative vocabulary” (Ibid.:61) through adjectives (*importantă: strânsă; vechi* with the meaning of ‘important’, ‘precious’, ‘valuable’), adverbs (*recunoscută pe plan naţional şi internaţional*), and nouns (*calitatea* with positive connotation) mark the *expressive* function of the text.

The role of the *appellative* function is “to induce the receiver to respond in a particular way” (Ibid.:58), which is shared by most types of academic texts available on UWs due to universities’ efforts nowadays to attract and enrol the right students. According to Nord, the persuasive subfunction works along with the other three functions, as illustrated in *Table 2* with examples from text sample [G] below.

**Text sample [G]**

*Pentru performanțe deosebite în studiile universitare, implicare în proiecte studențești sau situații speciale, poți obține din partea Universității o serie de burse. Ca student, poți obține cu ușurință o bursă în străinătate […].*

*O dată pe an, în vacanța de vară, ai posibilitatea să mergi într-o tabără studenţească, gratuit, la mare sau la munte, pe unul dintre miile de locuri oferite universităţilor din toată ţara. În apropierea vacanţelor, trebuie să urmăreşti cu atenţie afişarea repartizării locurilor la avizierul facultăţii tale şi online şi să faci o cerere pentru unul dintre ele, în cel mai scurt timp.[…]*

*Vrei să faci voluntariat? Contactează-ne: Departamentul Servicii pentru Studenți și Absolvenți (DSSA), Complex studențesc „Titu Maiorescu”, Căminul C5, parter, cam. 19, Str. Titu Maiorescu nr. 7-9, 700461, Iași.*

*La CIPO puteți solicita consiliere în carieră înainte de admitere […]*

*La finalizarea studiilor de licență, master sau doctorat și în anii terminali te invităm să devii membru al comunității alumni […].* (excerpts from *The Student Guide*, source: www.uaic.ro)

***Table 2.* Functions of language**

| Function | Linguistic marker | Example |
|---|---|---|
| appellative | 2nd person pronoun (unexpressed in Romanian) | *poți obține, ai posibilitatea, puteți să urmărești, să mergi, să faci o cerere, să devii membru* |
| | imperative | *Contactează-ne* |
| | modal verbs | *poți, puteți, trebuie* |
| expressive | adverbs | *cu ușurință, cu atenţie, în cel mai scurt timp* |
| phatic | invitation | *te invităm* |
| | direct form of address | *Vrei să faci voluntariat?* |
| referential | time when students may become alumni | *La finalizarea studiilor de licență, master sau doctorat* |
| | departmental contact details | *Departamentul Servicii pentru Studenți și Absolvenți (DSSA), Complex studențesc „Titu Maiorescu”, Căminul* |



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| | | |
|---|---|---|
| | | *C5, parter, cam. 19, Str. Titu Maiorescu nr. 7-9, 700461, Iași* |

Since Nord's approach to the identification of the communicative functions of language was thought as a "pretranslational source-text analysis" (Ibid.), it may also be used and referred to in further research studies where the translation of ACDs and APDs will be discussed.

**5. Conclusions**

By way of conclusion, this paper has examined the classification of genres and text types, which are significant to the development of the study of academic institutional language, beginning with Anna Trosborg's study and her attempt to solve the terminological debate on text, discourse, register, genre and text-type, continuing with Hatim and Mason's text typology based on contextual focus (argumentative, expository, instructional text type) whose features of each text type have been illustrated with examples from ACDs and APDs on Romanian UWs, moving on to Katharina Reiss' most recent text typology of focused texts (content-focused, form-focused, appeal-focused and audio-medial texts) and then to Christiane Nord's functional typology (exemplifying the phatic function, the referential function, the expressive function, and the appellative function). The discussion of these text typologies with respect to academic texts has demonstrated their applicability to ACDs and APDs, as well as on other types of texts belonging to the institutional academic language, given that these texts are multifunctional, sharing several communicative functions.

Last but not least, this paper has intended to raise awareness of the significance of these type of academic texts and the language used on UWs, which thus become a reflection of the institutions themselves and of the (type of) education they provide (Bernardini et al. 2016. RACCONTA).

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**Webography**

[1] https://www.thoughtco.com/text-language-studies-1692537 (01.05.2018)



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