

## What should our doctoral students learn? Airs of renewal in teaching for research purposes

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In this paper I explore three interpersonal avenues that constitute pressing needs of young and future researchers, especially in the field of the hard sciences: *regenring* (English 2011) and *transduction* (Kress 2010), *self-promotion*, and *register adjustment*. My starting points have been direct class observation and a discourse-based study conducted during the workshops on scientific communication I teach at the School of Aeronautical and Aerospace Engineering of the Technical University of Madrid, Spain. This study probes the habits and routines of young researchers and the difficulties they encounter when disseminating their work, and compares their responses with those of full-fledged researchers (their content teachers) within the same academic community in order to discriminate among disciplinary and generational factors. Both sets of data, whose analysis is still in progress, will contribute to a revamping of the current dynamics of doctoral seminars and courses in my university and development of a new didactic plan explicitly focused on the *versatility* introduced by media affordances and emerging genres and on *engagement* strategies.

### References

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### Biodata

CARMEN SANCHO GUINDA is Senior Lecturer in the Department of Applied Linguistics at the Technical University of Madrid, where she teaches Academic and Professional Communication and in-service seminars for engineering teachers undertaking English-medium instruction. Her research focus is the interdisciplinary analysis of academic and professional discourses. Her most recent publications are *Stance and Voice in Written Academic Genres* (Palgrave-MacMillan 2012), co-edited with Ken Hyland, *Narratives in Academic and Professional Genres* (Peter Lang 2013), co-edited with Maurizio Gotti, and *Interpersonality in Legal Genres* (Peter Lang 2014), co-edited with Ruth Breeze and Maurizio Gotti.

