

PROFESSIONAL AND ACADEMIC GENRES IN THE ENGLISH LANGUAGE

de

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TABLE OF CONTENTS

SECTION 1: SUBJECT ABSTRACTS AND TRAINING REPORT

SUBJECT ABSTRACTS

English Communication Strategies	6
British and American Societies and Cultures	8
Oral Communication: Socio-Cultural, Linguistic and Psychological Aspects	10
English as a Vehicle for Intercultural: Literature and Society	12
Research Methods in Applied Linguistics	14
Computer Service Media Teaching and English for Translation	16
The British Presence in Andalusia: New Needs for Professional Communication.....	18
Oral English for Professional Communication.....	20
Professional Language: Scientific-Technical English.....	22
English for Health Purposes	24
Professional Translation Techniques.....	26
Professional Languages: Legal-Administrative English	28
Professional Languages: Economic and Business English.....	30
Professional Language: English for International Tourism.....	32

TRAINING REPORT

ASHAL.....	34
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SECTION 2: RESEARCH

1. Introduction	43
1.1. Objectives	43
1.2. Methodology	44
2. ESP and Linguistic Investigation	45
2.1. Register Analysis	46
2.1.1. Lexical Characteristics	46
2.1.2. Syntactic Characteristics	48
2.2. Genre Analysis.....	49
2.3. Discourse Analysis	49
2.3.1. Speech Act Theory	50
2.3.2. Discourse Modes.....	50
2.3.3. Textuality Conditions.....	51
3. Characteristics of Legal English.....	52
3.1. Classifications of Legal Texts.....	53
4. Analysis of Texts	57
4.1. Petition for Guardianship of a Minor.....	57
4.2. Petition for Change of Name of Adult.....	62
4.3. Petition for Change of Name of Infant	66
4.4. Petition for Simplified Dissolution of Marriage.....	71
5. Conclusions	77
6. Bibliography	79
Appendixes	82

**SECTION 1: SUBJECT ABSTRACTS AND
TRAINING REPORT**

1. English Communication Strategies

Lecturers: García Sánchez, María Elena/ Bretones Callejas, Carmen María.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Students will be able to acquire several techniques and abilities needed for communicating in the English language, according to the European Framework, in a level of B2/ C.
- 2) Consequently, students will improve their comprehension and the expression of the different communicative skills in both forms, written and orally.
- 3) Once students have got that purpose, they will be able to put those skills into practice in the academic and professional field.
- 4) Finally, students will be ready for the implementation of the contributions of the major of the linguistic theories to specific issues of oral communication.

Methodology: the methodology used in this course consisted of a series of theoretical and practical lessons supported by power point presentations to clarify students' ideas and concepts, divided into two different parts. The content concentrated on the four skills of the English language: first we paid attention to the academic writing and speaking, a general overview of each of them emphasizing some of their differences; and the second part was connected to the reading and listening skills. In all the lessons different debates were created to reinforce and highlight the main features of these four considerable skills of the English language.

Process of the subject: the process of this course consisted of different parts corresponding to the four main skills of the English language. Firstly, we started with the study of the "academic writing and speaking". We paid attention to the importance of both skills for students thus they constitute the most necessary ones nowadays and often, they seem to be the most difficult skills even for a native speaker. We considered some of the differences among each of them but we tried to do a kind of general overview considering what they are, when do we use them, their characteristics, naming some important linguists, problems at the beginning of a piece of writing or speech, etc.

We also discussed the role of the reader, which in a piece of writing, is something crucial, highlighting some of the characteristics of a good reader. All the sessions were accompanied by debates created by the students. Regarding the reading and listening skills, we considered some of the most important features. For instance, with respect to the reading skill, we concentrated ourselves on the concepts of skimming and scanning, and the process from the first to the second, without forgetting other points to take into consideration when reading a text such as the aim and function of the text, the understanding meaning, among others. Finally, with respect to the listening skill, we developed oral and note-taking skills through different procedures such as predicting, monitoring, clarifying, etc.

According to the process by which we were evaluated, we may mention that the attendance to class and the participation in the different debates and the activities are essential elements to get a good mark. On one hand, concerning with the theory, we had to do an essay on “academic writing and speaking” introducing aspects studied in class, including a practical part too. On the other hand, the reading and listening skills were evaluated in a series of questions in an exam.

This course about “English Communication Strategies” has been quite interesting as it has contributed on me a general overview of those main strategies we must consider when we practice the four main skills of the English language. Personally, I am more conscious about the specific terms connected to each of the skills and now I realized that, apart from teaching as an English teacher how to write, how to improve the pronunciation when reading a text, listening to conversations, etc., I will try to explain to my students more, introducing certain terms just for them to extend their knowledge of each of these English skills and to put them, in one way or another, into practice.

2. British and American Societies and Cultures.

Lecturers: Fernández Sánchez, José Francisco/ Ibáñez Ibáñez, José Ramón.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Students have to increase their knowledge of the most specific and concrete cultural and social aspects of the two countries studied in this course.
- 2) Students will have the ability to express their reasoned opinions with enough knowledge about the most current events happened in the history of the two studied countries.
- 3) Students will interpret in their appropriate context the different events at the present moment in Great Britain and in the United States of America.
- 4) At the end of this course, Students will be able to do an essay about a chosen topic of one of these two countries.

Methodology: this course was divided into two different parts. Both parts included a series of readings connected to the unit students were discussing in class. And also, this course was explained through different power point presentations that helped students to participate in several dialogues and debates about the subject matter in question.

Process of the subject: during this course of the “Societies and Cultures” in countries such as Great Britain and the United States of America, we studied important aspects of these two important countries in the whole world such as politics, education, means of communication, religion, recent history, among other considerable aspects. This course included eight different units, four units were related to Great Britain and the other four units were related to America, and both lecturers gave us one lesson dedicated to Britain one day, and the next day another lesson dedicated to America, and so on. The lessons included sessions with practical and theoretical content with active participation by students, which is an essential element with a considerable percentage to pass the course. According to the theoretical lessons, each explanation was accompanied by a power point presentations with the most significant points to take into consideration, links, images to illustrate the situations, and in some cases, we watched parts of films to illustrate the society or what was going on at that moment in any of these two countries.

The practical part included a series of readings, some of them we had to read them at home as material for the exam, but others were read in class and they were also discussed creating at the same time debates. This part contained important quotes pronounced by important people, such as all the politicians studied in the course.

The attendance at this course was an essential element, as the active participation previously mentioned, to pass the course. The process of evaluation consisted of an essay of one of the topics suggested by the lecturers of Great Britain or America, the country was chosen by the students; as well as an exam after finishing the course, with questions to develop about both countries and a text to identify and to comment on. All these things were essential requirements to get a good mark at the end of the course.

As a student of English Filology, I am very interested in all the things connected to English, and as in this course, we had studied two of the most important English speaking countries such as Great Britain and the United States of America, I am very satisfied with all the content studied during the course because during my career none of the topics connected to politics, education, religion, etc., were deeply studied. I never thought I would be able to do an essay about politics, and thanks to the knowledge learnt in the course, I could do a considerable essay about two of the major political Presidents in the United States of America, George W. Bush and Barack Obama, and what they represented and represent nowadays.

3. Oral Communication: Socio-Cultural, Linguistic and Psychological Aspects

Lecturer: Bretones Callejas, Carmen María.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) The first aim of this subject is to make students more conscious about the concept of “oral communication” and what this term means.
- 2) Students must have the ability to communicate with people in different professional contexts.
- 3) Students will get the necessary tools to communicate with other professionals, in an efficient way, in an intercultural and professional context.
- 4) Students will be able to adapt the different contributions of some of the main linguistic theories to specific points of the oral communication.

Methodology: the methodology followed in this course consisted of two distinguished parts, a theoretical part and a practical part. With respect to the theoretical part, the explanations given by the lecturer were supported by several power point presentations with reliable examples, and this audiovisual content was available to students in order to study them for the evaluation of the course. Whereas the practical part consisted of a series of activities in group discussed and corrected in class with specific practical content.

Process of the subject: the process followed in this subject was connected to terms about “oral communication”. We started considering one of the basic principles of linguistics, that is, the “linguistic variation”, and with this first concept we paid attention to several students’ quotes as examples, connected to the ideas of “standard and non-standard accents”. Another discussed topic in class was the one related to the “psycholinguistics”, taking into consideration new trends of Cognitive Linguistics as listening and reading. We considered different “methodological considerations” we must take into consideration when teaching oral communication to maintain an

interactive classroom such as oral tasks, games, role games, simulations, etc., highlighting Aronson's Technique called "Jigsaw", which constitutes a cooperative learning technique and, at the same time, an efficient teaching method for students but also for adults. We also emphasized the idea of "communication" as an instrument for communication across different cultures. Finally, we paid attention to some other aspects regarding with "oral communication" such as politeness and felicity conditions, communicative competence, the cooperative principle, among other aspects.

According to the process of evaluation, we were evaluated through an exam which included a series of questions connected to the theory studied along the course. Some of the questions were a little bit difficult because we did the exam with the support of the material used in class. The attendance to the course and the participation through the different activities done in class constituted important elements for the final mark.

My personal achievement of this course constitutes a high knowledge of what oral communication is and what it implies. Especially the part connected to "methodological considerations in oral communication", through which we could appreciate how to work with speaking, listening, reading and comprehension activities, watching videos in class. That is why it has been a helpful tool for me to acquire more ideas for my daily work as an English teacher. All the theory seen in class has been very interesting because both, Pragmatics and Semantics, have always been presented during my academic formation.

4. English as a Vehicle for Intercultural: Literature and Society

Lecturer: Gómez López, Jesús Isaías.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Students will have time to think about the possible relation, in terms of help, between literature and the society we are living in.
- 2) Students will discover the advantages and disadvantages of the literature as a helpful tool or not for society.
- 3) Students have to understand clearly the impact of literature in the society.
- 4) Students take into consideration the idea that some literary genres, such as romances or tragedies, have had a great influence on important aspects of society like politics, culture or even economics.

Methodology: the methodology used for this course consisted of a series of audiovisual presentations where students could study the most significant concepts and aspects connected to literature and its relation with some other ideas. Some of these aspects were reflected in different parts of a selection of films in support of the subject. Also, some obligatory readings were very helpful to understand much better the relation between literature and the society nowadays.

Process of the subject: this course was organized in different sections containing the needed material helpful for the students. We started the course paying attention to four of the main genres of literature, such as: prose fiction, poetry, drama and nonfiction prose, taking into consideration a series of guidelines for reading literature. We entered the world of fiction considering the type of plot, the structure, characterized characters, the setting, among other features. We introduced the figure of writers like Joseph Campbell with “the Hero’s Journey” and John Steinbeck with “the Grapes of Wrath”. We also analyzed how a film like “Bonnie and Clyde” can be a narrative film through a series of questions discussed in class.

We made the difference between the concepts of “symbol” and “allegory”, and we included, according to this, a musical poem with jazz tune called “We real cool”. We dedicated some time to talk about the different theoretical approaches to literature. In this part, we mentioned approaches such as old historicism, formalism, structuralism, semiotics, modernism, marxism, deconstruction, feminism, among others. All this was done with the support of the audiovisual material and the extension of the explanations given by the lecturer. We studied in depth the “science fiction” genre and some of the most relevant films of the last decades. We paid special attention to the cultural formation of the modern society and the western culture, science and values. Finally and to conclude with this course, we distinguished the terms of “utopia and distopia”; “utopia” which makes references to the perfect world of Thomas More, and “distopia” which is the antonym and it can be applied to the world written by Aldous Huxley in his “Brave New World” (recommended reading). Finally, at the end of the course, we received the visit of Doctor Bernfried Nügel, President of the Centre for Aldous Huxley Studies. With great pleasure, we were able to enjoy one of the poems written by the author of the Centre called “Almeria” in the voice of Bernfield Nügel.

The process by which we were evaluated consisted of writing an essay about two topics chosen by our professor of which we had to choose only one to develop: Follow your own Hero following the twelve Joseph Campbell proposes, or The Societies of Brave New World (Aldous Huxley) and/or 1984 (George Orwell) as counterparts of our contemporary civilization. This essay, the actively participation in class and the attendance were the main elements to be evaluated in this course.

As I am very fond of literature, I really enjoyed the content included in this course, but also because I studied some of the authors during the English Filology. Thanks to the audiovisual presentations, it was easy for students to follow the content and the different aspects concerning with literature and its influence in the current society.

5. Research Methods in Applied Linguistics

Lecturers: Bretones Callejas, Carmen María/ García Sánchez, María Elena.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Students have to achieve a high theoretical knowledge of what investigation is, and the most fundamental methods that constitute the current scientific investigation.
- 2) Students will put into practice a series of practical abilities with the purpose of bibliographic researching and needed material to get as many conclusions as possible.
- 3) Students will learn how to publish their research results in different posters, scientific forums, among other mediums.
- 4) Students ultimate goal will consist of updating their acquired knowledge and put them into practice in the professional field.

Methodology: the methodology used during this course consisted of theoretical and practical lessons where students could put into practice the content studied in each class, creating debates discussed in group, and extending explanations. The lessons were supported by power point presentations for students to follow.

Process of the subject: the followed process for this course led us to focus our attention on what research is and some general views, depending on two different senses, connected to it. Then, we also took into consideration several common views of what research, in language teaching, does emphasizing a series of features concerning with this concept. But we did not only take into account one type of research, we focused our attention on other types of research being the most significant ones: the normative or quantitative research and the interpretative or qualitative research, mentioning the most significant features of these two types of research.

As we studied several research methods, we needed to know the role of the good researcher and some of the most considerable features a good researcher must have. The other part of the course consisted of a series of links and ideas for us to write good

essays in the future and we considered the new format of the “modern language association” (MLA) increasingly used.

We were encouraged to do two different works belonging to each of the parts. For the first part of the course, we had to do a summary of the most important contents explained in class. For the second part of the course, we had to search for the most used bibliography, the one that contained more quotes, in relation to our research topic and write it down following the format of MLA. The participation and the attendance to class were two essential elements to get a good mark at the end of this course.

My personal achievement of this course has been higher in the sense that after it, I am more conscious about the different techniques and methods used in researches. The part connected to “language teaching” was very interesting and I took it seriously as an English teacher, and it was quite curious to observe the different varieties of research we may find such as the search for cause, description by numbers, and the search for generalization from sample to population, among others. With respect to the other part of the course, it was interesting to work with the new format of the MLA, useful in our final master’s thesis.

6. Computer Service Media Teaching and English for Translation

Lecturer: Perdú Honeyman, Nobel Augusto

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Successful use of one the best computer programmes to connect memories of translations in different languages.
- 2) Use of “Hot Potatoes”, an educational programme to create activities (crossword, match, quiz, mix and cloze) with the aim of getting the ability to use it
- 3) Students have to have the capacity to create their own web page for teaching purposes with contents connected to satisfy the knowledge of the students.
- 4) Use of a series of electronic sources and online utilities in general.

Methodology: this course about “Computer Services in Media Teaching and English for Translation” consisted of a number of participatory lessons where students, apart from seeing examples connected to the different activities created by the lecturer, such as in the case of the programme “Hot Potatoes”, they could also resolve problems and doubts they found at the moment of the different practices. Students watched several audiovisual showings to help them in the connection of the memories of translations. But also, students did some sessions jointly where they exposed their problems at the time of working and they shared their own results with the rest of their classmates.

Process of the subject: during this course, we learnt how to work with programmes connected to the “art of translation”. One of these programmes was Déjàvu. With this programme, we learnt how to create memories of translation from Spanish into English, and the other way around, just to get as many memories as possible for future translations. For this purpose, we had to follow a series of steps Déjàvu implies for the creation of new projects.

With regards to the use of the programme “Hot Potatoes”, we elaborated one activity per each of the possibilities that this programme offers (quiz, mix, cloze, match and crosswords). The results obtained after each activity were satisfactory so we included them in our following activity, a web page with teaching purposes. A great challenge for us was to create our own “web page” with teaching purposes for our near or far future. This web page consisted of a selection of needed material, such as dictionaries, books, etc., reliable links connected to educational activities (either for young or adult students) and also we could include some of the activities we created using “Hot Potatoes”. We got it by means of creating the web page using “Microsoft Word” first and then changing the word file into a web page file what it means that we will be able to continue improving our web page whenever we need it.

In this course we were evaluated by means of our own daily work. In that sense, the lecturer could observe the ability of each of the students taking into account the most important guidelines given by him. Some of the activities were obligatory and at the same time compulsory to pass the subject, so until the fixed day, we had to present all our work to get our final mark.

At the end of this course, my impression was really good in the sense that before this course I did not know such programmes connected to computer services in general and the world of translation, so for me was a kind of discovery that, in my daily life, I continue working with some of them. Although I have to recognize that they were not easy to use at the beginning, then everything was all right. This course has also been good to give students ideas for creating their own web page connected to teaching purposes, but depending on what we are going to do in the future, now we know how we can create one related to any professional purpose and publish it on the internet.

7. The British Presence in Andalusia: New Needs for Professional Communication.

Lecturers: Ibáñez Ibáñez, José Ramón/ Fernández Sánchez, José Francisco.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) At the end of this course, students must have the ability to read and understand journalistic and legal texts in English.
- 2) Students will show empathy with respect to sociocultural differences that exist between the Anglo-Saxon world and the Spanish world.
- 3) Students must expose reliable opinions about the problematic situation some British people are facing in their daily lives in Andalusia.
- 4) Students have to get an actively participation in the different debates proposed during the course.

Methodology: this course consisted of a series of power point presentations given by both lecturers where students could appreciate the essential theory to develop this course. Different debates about the different texts read in class, such as those texts published by the British in Andalusia, were created.

Process of the subject: the process of this course consisted of a series of units, six units, divided into three different blocks. Each of the units included important content connected to the situation of the British people living in Andalusia since the last two centuries. The first two units were connected to the impressions of the first British travellers to Andalusia, paying attention to some of the most considerable ones and some of the most significant texts written during the 19th and 20th centuries. The second block of units was connected to the contemporary visions of some of the contemporary writers, such as Chris Stewart, Michael Jacobs and Jason Webster, and the first British residents in Andalusia. Related to this second block of units, we also read some paragraphs of their most successful books in class, as oral readings and oral conclusions about the different pieces of text. And the last two units were connected to the problematic of the “expats” in Andalusia. We discussed the idea and concept of an

expat, and then we dealt with the social problematic they were, and still they are, living in Andalucía, putting it into contrast with Great Britain. Connected to this last problem of the “expats”, we also discussed in class and, some of us talked about our experiences with British neighbors, how their situations could change with visions also of the municipal and regional politics. This last part was explained with the help of extra material of news from different newspapers with reliable cases of different British neighbors to make us more conscious about their situation in a different region such as Andalucía. At the end of this course, we had the chance to talk about with one of the most important person who knows more about this problematic and these foreigners; the Honorary British Consul in Almeria, Alejandro Guerrero Salvador, came to explain us about his work, his impressions with the British people, the most significant areas where they live, etc. Finally, we had time for questions and doubts to resolve.

The attendance and the participation were necessary elements, essential to get the corresponding percentage for the final mark to pass the course. It was necessary a daily reading of the texts mentioned in class to discuss about them and being critical with them. The other percentage of the course was a final work. The lecturers gave us two options: an interview to an expat, or the reading of one of the obligatory readings included in the bibliography, to get the 70% for the final mark. I chose for my work one of the obligatory books called “*The Factory of Light. Tales from My Andalusian Village*” written by Michael Jacobs. It is the story of an English man who gets impressed when he travels to Andalucía for the very first time, and finally he decides to live in.

Personally, I really enjoyed this course because, nowadays, my impression is that we are not conscious about British people situations when they decide to come to Spain; although they must have the same problems that we have when we decide to travel abroad. It is interesting how the first travellers that came to our country got impressions about us and about our situation. This course has had a great influenced on me because it has supposed a general overview of the several problems and relations British people have in our own country.

8. Oral English for Professional Communication.

Lecturers: Gómez López, Jesús Isaías/ Martínez del Castillo, Jesús Gerardo.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Learning the “speaking” skill applied to the Rhetorics of English Language.
- 2) Learning the “listening” skill applied to the Rhetorics of English Language.
- 3) Learning the “reading” skill applied to the Rhetorics of English Language.
- 4) Learning the “writing” skill applied to the Rhetorics of English Language.

Methodology: the methodology used in this course consisted of a series of audiovisual presentations, asking students about the specific content lectured in class and reasoning some interesting concepts. Students took notes about the different presentations and, in the second part of this course, we practiced the reading skill aloud with some of the most reliable poems of the authors proposed for the second part of the course.

Process of the subject: this course about “Oral English for Professional Communication” was divided into two different parts. According to the first part of this course, these were some of the main points studied in class: the concept of “culture”, considering several definitions about his term from different experts; Basil Bernstein’s social class (1971) and the ways in which the class system creates different types of language; Everett Rogers (1962) who was a very well-known sociologist because he was one of the first precursors of the diffusion of innovations’ theory; the “communicative competence” invented by Dell Hymes (1966) and the different elements that intervene in a communicative process; Roman Jakobson (1960) who talks about six important functions, each of them related to a different dimension of the communicative process; the overcoming Communication Barriers between People; Hurier’s model which represents a series of components used for a more effective listening; “Cross-cultural communication”, also called intercultural communication, which is a kind of study that pays attention to people’s cultural backgrounds and how

they communicate in similar and different ways among themselves, among other interesting points. During the second part of the course, one of the first points we talked about was connected to “persuasion through rhetoric” and one of the ways that influence this rhetoric, the “euphemisms” in English. Then, we also discussed the “Art of Propaganda” including the ten commandments of it and the most important techniques considered when we deal with this propaganda, in general. Finally, we paid attention to the kind of poetry, including some poets, expressed in the 1st World War.

The process through which we were evaluated consisted of two different essays, one for each lecturer, in which we had to summarize the content studied during the entire course commenting on the most significant terms with our own words. Apart from this requirement, the attendance and the participation in all the activities done in class were essential elements to get a good mark.

Personally, I found this course very interesting because the topics included in the contents were new for me. These topics were not present in any subject in my degree, so the acquisition of them as new material has provided me with new knowledge that I did not have before. This knowledge acquired will be very significant and important for my future studies.

9. Professional Languages: Scientific-Technical English.

Lecturer: Nicolás Román, Susana.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Introduction to the field of science and technologies in English.
- 2) Benefit students with an approach to scientific and technical search.
- 3) Development of a series of communicative abilities and obtaining tasks of the Scientific English.
- 4) Development of several techniques of translation of specific texts and the production of them too.

Methodology: this course about the “Scientific-Technical English” was constituted by a series of active participatory lessons where students collaborated actively in the correction of the different exercises connected to specific vocabulary of the scientific, technical and computing field, readings, listenings, etc. Students did several common activities together and in some cases, creating debates with problems to discuss and resolve.

Process of the subject: the process of this course was very easy to follow. The lessons contained a series of sessions of working in groups and sessions with practical content. With respect to the working in group sessions, we discussed about new technologies paying attention to the pros and cons some of them carry out nowadays. The practical sessions were very useful in the sense that we practiced a series of listenings connected to the specific vocabulary studied in class, and also filling in activities to put into practice all the knowledge acquired in the different sessions.

The process by which we were evaluated consisted of several elements to take into consideration to pass the course. The participation and the attendance to class were fundamental elements to get the appropriate percentage. Then, we did a series of activities in group, especially one connected to different types of texts of the different fields studied in class. One of the most successful texts was the one related to the

Anticipatory Grief Therapy (AGT) consisted of a new therapy for people facing the end of their lives. So we had to make a summary of it, we tried to get as many characteristics as possible with reliable examples from the text, and then we discussed and defended the topic by telling it to the rest of the groups in class. Another curious activity which was obligatory to pass the course was an oral presentation in groups accompanied by a power point presentation. This oral presentation was connected to the invention of a new product for the market, or we had to talk about an object that exists to defend it in class.

Personally, I really enjoyed the sessions along this course. I would highlight the amount of words connected to these two fields of the scientific and technical English learnt and put them into practice in the different activities done in class, with the extension of the explanations given by the lecturer. I really liked the experience of creating a new object for the market with my classmates, and the different power point presentations given by my own classmates were spectaculars.

10. English for Health Purposes.

Lecturer: Perú Honeyman, Nobel Augusto.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Students must have a general overview about the people, areas and organizations around the public health system.
- 2) Students have to put into practice different tools needed for the search of special sources.
- 3) Students have to increase their knowledge of the public health system with specific words connected to this sector, and also basic principles of this profession.
- 4) Students have to be capable of creating their own ESP Course applying all what they have learnt in the course.

Methodology: the methodology used in this course about “English for Health Purposes” consisted of a series of participatory lessons and extraordinary explanations given by the lecturer. These perfect explanations helped students to follow a series of online English units about the health system, the different steps we had to follow to create our own personal glossary with problematic words, some orientations in search of new material and finally, the ability to create our own ESP Course. All these objectives were previously demonstrated in class with visual examples.

Process of the subject: during this course of the “English for Health Purposes”, the world of the public health system and all the elements that occur in it were exposed to the students. Firstable, we analyzed the different necessities we need to know more about the sector we were interested in. Secondly, we followed an online course with eight units about the English used in hospitals and in the health system in general. Individually, we had to work in the different activities that each unit contains such as listenings, vocabulary activities, and readings, among others. Connected to these units, we had to do one different activity using the programme of “Hot Potatoes” and at the same time, and thirdly, we had to create our own specific glossary with all the words, known and unknown, we found in the different online units. These words included reliable examples taken from real sources.

The lecturer proposed us the opportunity to live in first person the experience of going to a hospital close to us and ask the staff about the needs for translation, that is, to offer ourselves as a translator for a foreign patient. I experienced it at the Mediterranean Centre but they did not need my help, but at the same time, it was quite interesting. To conclude with the process of this subject in which we worked hard, we elaborated in groups our own ESP Course. Some needs analyses were necessary to find the kind of staff we wanted to direct our ESP Course to. Through a power point presentation, we demonstrated to our classmates ours where we also add some of the Hot Potatoes activities previously created, the glossary wrote along the course and the organization of it in general.

The evaluation of this subject was like a weekly revision where the lecturer could appreciate the effort of the students working in the different objectives of the course, evaluating them, and a final impression of the entire course.

This course of the “English for Health Purposes” has been a real discovery for me. As I do not have special contact with this sector, I didn’t know many things about it. But after passing this course, now I can say that, at least, my knowledge of the vocabulary connected to the public health system is higher. I really liked the experience of going to a hospital and offering myself for translation services, although it was difficult. I think it is a good idea to include courses for health purposes in this kind of masters so students will be more conscious about what this important sector implies around us.

11. Professional Translation Techniques.

Lecturer: Perú Honeyman, Nobel Augusto.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Understand the crucial role of translation as an activity for intercultural communication.
- 2) Identification of the most relevant “procedures of translation”.
- 3) Identification of possible problems during the translations.
- 4) Analysis of a series of texts with a view to its translation according to its context and its purpose.

Methodology: this course about the different techniques students may use in translation was composed by a series of participatory lessons by the students showing their practices, their results and problems appeared along their translations. Some debates were created connected to the different possibilities of translation and the extension of the explanations by the lecturer to get ideas straight. Several orientations were given to the students to follow the units in an online translation course.

Process of the subject: at the beginning of this course, we started analyzing the different procedures of translations we could find in writing such as one of the chapters in one of the books of “Harry Potter”. We had the text in both languages, English and Spanish, so we had to get as many procedures of translation, among the 25 procedures, as possible from the text with reliable examples to explained them and discussed them in class. Then the lecturer proposed his own procedures of translation in the same text. We continued practicing procedures of translation in other different texts such as in journalistic and humorous texts. Among the texts worked in this course, we had to translate a “Spanish sevillana” into English, something not easy as in English this kind of text does not exist. At least, we had to translate it with rhythm and rhyme.

As we did in the course about “English for Health Purposes”, during this course we also had to do one online course. This online course included a series of units we had to work weekly, at least one or two units. These units included activities connected to the use of collocations in English, fixed expressions, expressions connected to the

senses, activities with specific vocabulary of one specific field, among other activities. Each of these units had to include a final conclusion with the impressions, problems and results obtained after working them. After finishing one unit, we had to send it to the lecturer with our final conclusions. We were lucky to put into practice the “simultaneous translation”, listening to different conversations and trying to translate them at the same time. After all this work, we also had to send to the lecturer a final conclusion about what the translation was for us after getting involved with it during this course.

The process of evaluation consisted of the effective development skills of each of the students. The final mark for this course was obtained according to the work of each student from the weighting of the global test, directed activities, the monitoring of the work of each student, etc.

After passing this course, personally, I feel more conscious about the world of translation, that is, now I know that when we want to translate a text, apart from translating the words, we have to take into consideration important features such as the different procedures of translation to get the perfect translation. Thanks to the different online units, I have learnt that when we want to translate something that belongs to a specific field, we must be aware of the specific vocabulary we may find in a text, but also the different collocations and the different types we may find, are important and worthy of study as there are many and varied at the same time.

12. Professional Languages: Legal-Administrative English.

Lecturer: Cruz Martínez, María Soledad.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Make students understand how the English Legal System works and what kind of special features we may know connected to it.
- 2) Analysis and description of the most important characteristics of the Legal English and its Professional Genres.
- 3) Analysis and description of the most significant features of the legal-administrative genres.
- 4) Try to analyze, at this end of the course, a legal text through the different parameters Legal English takes into account through its primary and secondary structure too.

Methodology: this Legal English course was organized with first sessions containing the essential theory for the understanding of the whole legal process and what it implies: the people involved, the role of the courts, the most important parameters we have to consider when dealing with legal texts, that is, the register and the genre analysis and their corresponding characteristics, etc. After a series of theory lessons, students started analyzing the first legal texts, such as laws, wills, etc., in class trying to get as much information as possible about the text. The course also included participatory lessons with problems and curiosities on the part of the students and widening of the given explanations.

Process of the subject: we started the course paying attention to the theory needed to increase our knowledge of the English Legal System and all what it carries out, but also we paid attention to the two parameters English for Specific Purposes takes into account. The Register analysis and the Genre analysis include a series of characteristics, because each of them put emphasis on different aspects. The register analysis has to do with all lexical, grammatical and morphological characteristics used to analyze a legal

text, whereas the genre analysis pays attention to the primary and the secondary structure of a legal text. After studying all these specific features, we started analyzing different legal texts in class such as a law, a will, etc., that is, different legal examples to observe the variety of texts this professional language covers. We also analyzed some of the text in class with the help of the lecturer explaining problems and doubts found along the analysis jointly, because the aim of this subject, apart from increasing our knowledge of the English Legal System, was to be able to analyze any of the legal texts found in this professional language following the parameters previously studied.

As the purpose of this course is to be able to analyze a legal text chosen by each of the students, even analyzing one of the texts done in class, this is how students were evaluated with total availability of the lecturer at the moment of presenting problems with the analysis.

Personally, I am very satisfied with this course due to many reasons, and because I think it has provided me a wide knowledge of what this field of the Legal English supposes. Firstly, I came into contact with Legal English a few years ago, when I was studying English at the University, with a subject called “English for Specific Purposes”. This subject supposed an introduction for the Legal English, so when I started with this course I already had some knowledge of the subject but at the same time, it helped me to reinforce it. Secondly, the course has increased my level of legal terms in the sense that the texts, analyzed in class, contained lots of reliable examples needed to understand much better what was going on in each of them. And thirdly, as my master’s thesis is about “professional and academic genres of the English language”, focused on legal texts, all what has been studied along this course, it has been very helpful for my thesis too.

13. Professional Languages: Economic and Business English.

Lecturer: Cortés de los Ríos, María Enriqueta.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Students have to get especial knowledge connected to the specific terminology used in the economic sector, finances and commercial English.
- 2) Students have to put into practice the different lexicon-semantic and syntactic features belonging to business English.
- 3) Description of the most common genres found in a company together with the register of each of them.
- 4) Students must get the knowledge of the most specific aspects of the business sector and the different intercultural aspects to act in a considerable way in the company's area.

Methodology: this course consisted of a series of power point presentations where students could observe the different features connected to Business English we may find in many texts. All the lessons contained several activities, with actively participation of the students, related to specific lexicon and typical words or expressions of Business English. All these materials were accompanied by a practical part where students studied and analyzed different business texts paying attention to their structure, lexical and grammatical characteristics.

Process of the subject: at the beginning of this course, we paid attention to the concept of “Business English”, which is one of the main branches of English for Specific Purposes. After explaining it, we concentrated ourselves on the three characterized types of vocabulary considered in Business English: economic, financial and commercial; through several power point presentations, we learnt the most significant features of the previous types of vocabulary. Everything was explained magnificently by our lecturer, resolving problems and doubts about this specific branch of the ESP.

Then, we focused our attention on the different lexical and syntactic features typical of Business English, needed for the practical activities and the analysis of the different business texts. After taking into consideration all these previous aspects, we started with the practical part. This practical part consisted of a series of activities to put into practice the specific vocabulary learnt in class by filling in the blanks with the correct words, or learning new expressions found in business texts. Taking into account this last aspect, we were lucky to have a considerable amount of different business texts through which we could observe how each business text follows its own structure, although in some cases they share the same information but distributed in a different way, expressions, syntactic features, etc.

The process, by means of which we were evaluated, consisted of a series of elements needed to pass the course. The attendance to class was an essential element that, together with the work done in class, teamwork, and actively participation, constituted a 40% of the final mark. The rest of the mark had to do with teamwork in pairs where students had to choose different business texts to be analyzed. My partner and I chose different texts, and I concentrated on the lexical and syntactic features of two business letters, a recommendation letter and a reference letter, comparing one of them with a Spanish one reaching to conclusions.

My academic achievement of this subject has supposed a new perspective and view of what the world of business is, but mainly, due to all the specific words found in it and its use every day by hundreds of professionals in the field. After attending this course, now I understand much better how people, and especially young people, are more interesting in learning English, but more specifically, Business English as it is a very demanding field.

14. Professional Language: English for International Tourism.

Lecturer: Cantizano Márquez, Blasina Jesús.

Objectives: among the most considerable objectives of this course, we may consider the following:

- 1) Training students to the descriptive use of English.
- 2) The ability to develop skills in the production of oral and written discourse in the professional context.
- 3) Good oral and written communication to ensure the accurate transmission of instructions, recommendations and advice.
- 4) To recognize the value of information and identify the needs of general and specific information.

Methodology: the methodology used in this course included different sections with participatory activities with material connected to the following areas of tourism: English tourist, English in the sector of hotels and restaurants and jobs in the tourism sector. These sections included audiovisual projections necessary for student's understanding.

Process of the subject: along this course, many ideas, concepts and how tourism works have been learnt from a more professional view of this international sector. Many questions at the beginning of the course were given to us to think about positive and negative effects of the different types of tourism, for instance. One of the most important points we discussed in class was the idea of the "intercultural competence" and the basic needs to carry out it. We also put into practice how we could organize a trip if we were tour guides in group, a very interesting activity especially for those who have never had an experience like that, bearing in mind the two types of tours we may also find, package and city tours, including the pros and cons of travelling abroad or in our own country.

With regard to the process of evaluation to get the final mark of this subject, we had to do a couple of practices. First, we had to elaborate a ten days holiday to the

North of Spain (including one of the destinations chosen by the lecturer) for a family with two children or for a gay couple, bearing in mind the most important interests people have, such as accommodations, the places to stay, nightlife offerings for the gay couple whereas for the family natural places, etc. For my practice, I chose the family because as they are supposed to have children, I think it is easier to find places of interest and entertainment for the whole family. Their destination was Asturias and I gave them a series of ideas about the most recommended hotels, restaurants, activities to practice in the mountains or at the beach; an important point I commented on too was the weather. That is, information connected to all different sectors we may consider when we want to travel, especially with children. We also did a short examination, belonging to the highest percentage of the subject, about the most significant points we discussed in class. The exam consisted of a series of questions connected to specific vocabulary from the touristic sector and cultural knowledge. Using our own words, we had to define some of the most prominent concepts we studied during that course. Finally, because the exam was composed by no more than five activities, we practiced the listening skill through a listening about curriculums, that is, ten different “tips” we may consider when we fill in a curriculum vitae (CV).

This course of “English for Tourism” has positively contributed to me, in the sense that, now my personal knowledge in the touristic sector is much better. After it, I have got more ideas about the different tours we may carry out in family or with our couple, the huge amount of specific vocabulary used in hotels, resorts, guides, etc., and the most important points to consider when planning a tour. In my opinion, this has been a marvelous course, mainly for those students that do not have a wide knowledge about the tourism sector.

Training Report

My training report took place at ASHAL, one of the most considerable Provincial Associations of Catering Trade of Businessmen in Almería. It is located at Los Picos, 5 – 1.º Street 04004, Almería; with contact through different means: number: 950 28 01 35; Fax: 950 28 06 88; e-mail address: ashal@ashal.es . This training report had a duration of four weeks (16th May until 10th June), working three days a week (Mondays, Tuesdays and Thursdays) from 09:30 am to 13:30 pm.

ASHAL, Provincial Association of Catering Trade of Businessmen in Almería, was constituted 23rd June in 1977 under the 19/1977 law, 1st April, regulator of the trade union association of law. In those moments, the association was composed by 56 members, all of them business people belonging to the catering trade sector. Nowadays, ASHAL represents more than 550 companies distributed around all over the provincial territory and they belong to the most distinguished categories and business activities, such as hotels, campings, touristic apartments, discos, pubs, bars, restaurants, among other categories. This is an association founded in benefit of its members, offering them services and products, some of them completely free, to get the profitability just for being member of ASHAL. It constitutes a business association with the maximum responsibility and confidence of its members as the representation of the catering trade of Almeria in any of the subsectors which is constituted. It is considered an interlocutor to reach the purposes of the added value for the companies of the sector in our province of Almeria. New Ashal Board has tried to balance experience and youth, with the incorporation of four young entrepreneurs, being represented – likewise – the capital, the interior and the provincial coast. The staff, internal and external, is constituted by the following professionals:

- Manager/ Legal Consultancy: Mrs. Isabel Juan Rodríguez.
- Tax/ Labor Consultant: Mrs. Antonia de las Heras Murcia.
- Computer Science/ ADMÓN: Mrs. Rosa Mª Hernández López.
- Assistant/ Training: Mrs. Maria Cuadrado Ramos.
- Press Office: Mr. Javier Salvador and Mrs. Elena Torres (Telepress World).

- Accounting Tax Advisory: Mr. Ewaldo Bonillo (Sierra Advisory, Ltd.).

ASHAL agreed the appointment of Mr. Antonio Martínez Martínez as President of ASHAL and Mr. Juan José Bautista Sevilla as the Honorary President.

Since 2010, ASHAL has an agreement with the Diagram Foundation for Educational Training Practices in Companies. Training Practices in Companies have several objectives, among the most significant ones I may highlight:

- Facilitate the possibility of training practices in the sector/ jobs existing in the companies.
- The acquisition of training and professional experience in the job.
- Increase the chances of employability of young people as they may be possible candidates for future hirings.

The duration of these training practices is one month but it can be extended to another month depending on the circumstances.

I had the opportunity to read ASHAL's report for the year 2010 and I was surprised with everything that took place last year; it was a special year for the whole association. Over the last year, ASHAL found the rawness due to a series of events such as the impact of the economic crisis, the year of allegations against the draft for the prohibition of the smoking law in the different catering trade establishments, the year of the general strike VAT increasing and, on the positive side, the year Spain won his first World Cup. As I mentioned before, two important events have monopolized the interest of the sector during the year 2010:

- Smoking in the Sector: the position of catering trade businessmen in this regard has been that bill had to be done to change the rule, should be accompanied, as it is required, of an economic report in which they analyze the impact it would have on the sector. In this regard, the Government has been unresponsive to ASHAL's requests by publishing a law ban on smoking in catering trade establishments without a detailed analysis of the economic impact of the measure.
- The VAT increasing: almost all business associations related to tourism in Spain have expressed their protest against VAT increasing planned by the Government 1st July, 2010. There are many problems that have been presented

over the last twelve months, which has provoked a strong response from the Association, either alone, or through or together with its federations FEHR, FAH and Fasyde CEHAT or confederations or ASEMPAL-Provincial Confederation.

During the year 2010, as in the fiscal area as in the work area among others, ASHAL has carried out some of the following activities increasing an intensive work with information to all its members. Some of these activities are:

- I.R.P.F / VAT modules.
- Income Tax for Individuals.
- Filing of Administrative Resources.
- Records in Urban Planning.
- Submitted Documents to various agencies.
- Preparation of General Hygiene Plans.
- New ASHAL's Web.
- Free Courses for Employees of the Catering Trade.
- Media Relations.
- Host Magazine and Newsletter.
- Fair Noon.
- Initiative "If Spain wins, the second is free".
- Meetings/ Internal Actions of the members.
- Conferences, Conventions, Presentations and others.
- Signing of Agreements in 2009.
- 3rd Route of the Tapas in Almeria.

My training report started 16th May with the salutation of the manager of the association, Mrs. Isabel Juan Rodríguez. She told me about the role of this successful association of catering trade in Almeria and what it implies for the entire province and its members. After knowing more about ASHAL, and apart from organizing my timetable without interfering with my daily work, we talked about the role I was going to carry out in ASHAL. My work was about "translation" and for that purpose, Mrs. Isabel facilitated me a lot of material for translation connected to the different activities they normally carry out. This material had to do with documents for the members of the association, leaflets connected to different activities done along the year, price lists, and

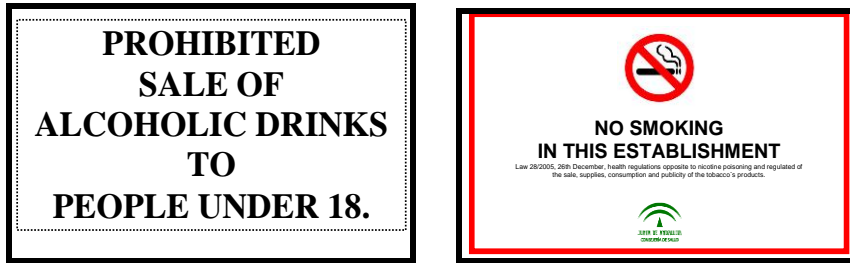
some specific sections of their new web page made up along the year 2010 with the purpose of being the official and personal web page for all those establishments of the catering trade members of Almeria.



After explaining my role in ASHAL, I started my first week translating the first material taking my time. I started working with material connected to different leaflets for the members of the association just for them to be informed about the new services that the association offers to them. This kind of leaflets include services related to legal, labor and fiscal services so, as it was new vocabulary for me belonging to these specific fields, I began to create my own personal “glossary”, taking notes in my notebook about the most complicated words I was sure they would appear over my translations. I translated these leaflets carefully as it is important information that new members will have if they decide to collaborate with ASHAL, revising them twice once they were finished. Another leaflet was connected to new norms and new incorporations visitors have to fulfill when they arrive to a hotel with respect to pet admission, thefts or losings of material and reservations for those people under age. So during this translation I could practice specific vocabulary used in the hotel industry. Then, I did translations about file data management members where members have to fill in carefully all their personal data according to a specific law mentioned in the several forms. Some of these forms were connected to bank details, so I had to translate certain terms with the help of several electronic resources trying to get the best translation for the corresponding terms. I continued filling in my glossary with those difficult and unknown English terms for me, also for my personal achievement.

I never thought I could translate, although it is not a complicated task, those typically signs we are used to see when we go to a restaurant, café, small shops, etc. Among these signs ASHAL offered me, I tried to do my best in those signs connected to the selling of alcoholic drinks for people under age and the prohibition of smoking in

certain establishments. So, putting into practice some of the most relevant features Microsoft Word offers and my handling of them, I translated three different signs into English with the same format, drawings and with the corresponding information appeared on them. Again, and as I always do, I did my best because it was also a curious activity for me to translate, and when Mrs. Isabel Juan Rodríguez revised my work, at that moment, she was really impressed, she even congratulated me and I was very satisfied with my work. These are samples of my work signs:



My second week in ASHAL was as interesting as the first one. At that moment, I felt really satisfied with what I was doing and I realized that it was being a good training and experience for me, something I did know to the coordinator of my master's degree, Mrs. Carmen María Bretones Callejas. ASHAL collaborates with the "Route of the Tapas" held for four years. ASHAL's objective for this year was to across all over the provincial boundaries and to serve as a focal point for all types of people interested in good food; I am sure this year they got it. I had to translate the leaflet of the 4th Route of the Tapas around Almeria with special offers for their members according to the specific law mentioned at the bottom of the leaflet.



I translated other leaflets in which ASHAL is involved connected to those places of nightlife offerings, translating interesting contact telephones for people who want to know that part of Almeria's entertainment. And also, I translated another connected to

those places of interests, monuments and establishments found in our province interesting for those visitors who stay every year in our hotels. ASHAL entrusted me with the translation of some of the most relevant parts of the official web page, such as the salutation of the president Mr. Antonio Martínez Martínez and the history of the association, general information connected to the services the association offers to its members and different membership fees and, from the section that deals with some of the most relevant news happened in the last months, I translated two of them; the first one was the Signed Collaboration Agreement Ashal-Hispajuris in which Hispajuris will provide free consultancy to the members; and the second was the one connected to the last Manifestation against the Anti-Smoking Law where the catering sector, just as bingo halls, discos and nightlife offerings, manifested last 9th May in Madrid to demonstrate its opposition to the current anti-smoking law and the terrible consequences that is having in all sectors involved. During these last translations with respect to the web page, I found many unknown words belonging to the sector, so instead of continuing with the vocabulary in my notebook, I created a “glossary” with two columns in Word, one for the Spanish words and the other one for their corresponding translations in English, with the objective to get a final glossary with all the problematic words found in all my translations.



Another curious “challenge” for me to translate was a series of price lists. As during my master’s degree I learnt how to make charts with their corresponding columns and features, I did the same for these lists. The first list of prices was without any kind of information, just to translate some of the most relevant sections, such as products, bar, table, the approximate weight, etc. But the second was a totally completed price list containing each and every of the sections related to the products, a huge variety of alcoholic drinks, mixtures, etc.; a successful work which I am very proud of it.

During the third week of my training report, I continued with the translation of the first of the two last news I was encouraged to translate from the official web page of ASHAL, the one connected to the “anti-smoking law”, extending my personal glossary with more difficult words and, in some cases, unknown words for me. Suddenly, and when I finished the first news translations, Monday 30th May, I received an email on behalf of two of the most successful locals in Almeria, Botania and Portocarrero. The email included, as enclosed information, their two new lists with the menus and the pricing. I was asked to translate two letters during my last two weeks in ASHAL, and they let me know they were very excited with the fact that, finally someone could translate something so important for them to show, especially when they receive foreign clients. So I started translating Botania’s list of menus and prices. Botania, considered the “Eden” of the gastronomy in Almeria, is a new initiative in the field of the contemporary catering sector which will become an obligatory appointment for quality and good taste for lovers. From the very beginning, I did not know how to translate the list, especially I had some problems with the format or structure I had to follow. But, as they did not tell me what format or structure to follow, only translating the lists, I started organizing in my notebook the possible parts Botania’s list of menus and prices will have according to my own design, because I wanted to surprise them. At least my purpose, when I received their list, was to facilitate them a readable and understandable translation for their clients. As all lists of restaurants, bars, cafés, etc., Botania’s list contained different parts dedicated to dishes we normally eat when we decide to go to those establishments but, as this is a new local place in Almeria, it contains dishes with exotic and difficult names for beginners like me. Botania’s translation of the full list took me an entire week because I had to be sure about the different possibilities for translating the dishes with the closest translation to the plate shown in the list. For that purpose, I consulted different cooking web pages, online cookbooks, forums about vocabulary connected to cooking, among other online resources such as dictionaries specialized in cooking terms.

At all times, I was expanding my glossary with terms more and more related to the catering sector. When I finished my translation of Botania’s list, using some of Word’s special features to decorate written documents, once the list was translated, I tried to create a kind of “real list” with a very good presentation including a coloured background, special writing, some images with 3D effects, such as those included in

this training report, among other features. This first list of one of the most famous restaurants in Almeria nowadays, caught the attention of my Manager, Isabel, who was really impressed with the result. She wanted to send it to Botania, but I told her to revise it again, just to be sure that everything included in the list was right and easy to understand for future clients. These were some of the links I used to consult for some of the dishes included in Botania's list, and with their support I could continue writing more words in my glossary:

- http://www.aretas.com/glosario_ingles/index.html
- <http://www.englishspanishlink.com/recipes.htm>
- http://www.ingleslaboral.com/index.php?option=com_content&task=view&id=4
- <http://www.wordreference.com/>

After finishing Botania's list, I still had a very interesting task, and that was to continue translating more restaurant menus, this time Portocarrero's restaurant. It is one of the most beautiful bars/ restaurants in Almeria. They serve a variety of beers or, snacks and small meals, and food all day from breakfast till closing. The staff is very friendly and the service is very good. It is a quiet place in which clients will enjoy a friendly atmosphere and it has a terrace at street level. So, for this following activity, I did know how to create a menu as I did my first list for a restaurant with a lot of success. For the translation of this second menu, I took into consideration some of the tools I used for Botania's list. I was sure that this second menu will have the same marvelous presentation as the first one; so I started to think about it. As I did before, I had to consult again some of the previous web pages I consulted for the first list of menu, and even forums from "word reference" where people discuss about difficult dishes that we do not normally eat in our daily lives. Of course, for the translation of this second menu, I considered the long list of words that I already created in my glossary, which I reached for translation. Portocarrero's menu was far more extensive than Botania's menu, so I decided to divide it among my last days in ASHAL. On Monday of my last week, I focused on the first four pages of the menu. As the previous one, this menu also included appetizers, first and second dish, main dishes, desserts, drinks, children's menu, etc. I remember what it cost me more work was the translation of the types of meat and fish, consisting of a series of dishes whose preparation and whose name are quite complicated.

The day before the end of my training report in ASHAL concluded with the pages I needed to translate for the menu of Portocarrero with great success. Just as I did in the previous menu translation, the attempts were to show a good presentation again to the manager giving me back my congratulations. I revised it again, and I tried to do my best helping and contributing with my translation services. Finally, the last day in ASHAL was dedicated to give a final revision to all my translations with the aim of sending them to the manager, so she could revise and evaluate all my work there.

My final evaluation in ASHAL has been very positive. With regard to the work place, I must say that I had all the amenities needed to pursue my training report, in a very pleasant and professional environment, without any pressure when making my daily tasks, with flexible timetables that made more enjoyable my stay in ASHAL, because I could combine it with no problem with my daily work. As for dealing with all professionals working in ASHAL, I must say that I had no problem with them when I had to make questions about the tasks they encouraged me to do, and there was a very good atmosphere between us. According to my role as a translator, they provided me with interesting material that I had already seen as a citizen and I never imagined that I would deal with that material. All the activities were interesting, simple but with regard to the specific vocabulary, things get a bit more complicated. But as I was translating more and more, those were tough words to me. I really enjoyed my work as a translator, and because of ASHAL, I could start a walk towards the world of translation. With regard to my work, I was very satisfied with the manager and the other staff. And I hope, in the future, to continue working with them to enrich vocabulary and translation techniques more.

SECTION 2: RESEARCH

1. Introduction

The object of this master's thesis is connected to "Professional and Academic Genres in the English Language". For this purpose, I will try to put into practice all the knowledge acquired during these studies, taking into account the language course on professional English referring to "legal and administrative English".

The reason why I chose this topic for my research has much to do with prior knowledge acquired during my years of study at the degree of English Filology. I was lucky to take an elective subject on "English for Specific Purposes" and from the very beginning, legal English caught my attention, so I started becoming increasingly interested in this topic. This variety of the "English for Specific Purposes" may be approached due to the complexity it presents and the variety of significant characteristics making it a unique and exclusive variety. I consider the language of legal English from different perspectives in linguistic investigation.

1.1. Objectives

Among the main objectives I want to fulfill once my research is finished, I will highlight the following ones:

1. To highlight the most significant characteristics of "legal English" as a professional variety of English language.
2. To determine the basic characteristics of the "English legal System".
3. To describe general and specific (lexical and grammatical) characteristics of legal English in the legal genre of "petitions".
4. To introduce the legal genre of "petition" through its conventional format.
5. To analyze "discourse analysis" through the different "speech acts" and "discourse modes" that carry out an information producing an effect on the listener.

1.2. Methodology

The methodology I have considered for my research, in the first part concerning with the theory, follows the following structure: in chapter two, I talk about the beginning and the origin of the “English for Specific Purposes”, a series of reasons why this discipline was originated, different existing definitions with respect to this discipline, and one of the most significant classifications proposed by the linguist Stevans (1977); in this second chapter (points 2.1., 2.2., 2.3.), I begin with the description of the three theoretical models considered for this research and what each of them entails: the “register analysis”, paying attention to lexical features (technical, semi-technical and general vocabulary, among other features such as the relation between lexical units); the “genre analysis”, considering the new investigation of the “macrostructure” (primary and secondary structure) we may find in academic or professional texts; and the “discourse analysis” (speech acts and discourse modes) among mentioning some other textuality conditions, such as cohesion and coherence, that I will only explain in the theory but I will not analyze in the practical part; in chapter three, I will go into one of the most complex but at the same time successful professional languages within the legal field, legal English, paying attention to several classifications of legal texts and focusing on one specific classification proposed by Anabel Borja Albi (2000).

Chapter four includes the analysis of the texts considering the genre of “petitions”.

2. ESP and linguistic investigation

The purpose of this theoretical part is to analyze the beginning and origin, a common displayed aspect, of professional and academic texts. In the 80s, there was a particular interest in the study of the language caused by two different aspects: the first aspect has to do with the interest for academic and professional language, for instance, legal English, finance English, among others; whereas the second aspect pays attention to the existence of other varieties of English apart from the literary one. So, for this purpose, linguists considered what we call today “*English for Specific Purposes*”. The origin of this “*English for Specific Purposes*” was due to a series of reasons we may consider (Cruz, 2001):

- The acute need to know the different varieties of the English language in professional and scientific fields.
- Linguists considered specific languages (such as legal, religious, publicity, etc.) object of linguistic description.
- The importance among scientific methods is becoming interdisciplinary perspectives such as pragmatics and catering primarily to the relationship of language to its users.

This discipline of the “*English for Specific Purposes*” is quite recent and it supposes an approach to the language from a practical academic and professional point of view. “*English for Specific Purposes*” or ESP can be defined in many different ways depending on a number of proposals discussed as to this discipline, for instance:

- Hutchinson and Waters (1987) consider ESP as a new approach and not as a product. For them, ESP must be understood as the necessity of our pupils to learn English from the academic or professional perspective.
- Strevens (1988) and later on Robinson (1991), as the previous linguists, coincide in the idea of pupils’ necessity and they highlight the specific features of this field.
- Dudley Evans and St. John, in their “*Developments in English for Specific Purposes*” (1998), propose two different aspects of the ESP: on one hand, the existence of the methodological peculiarities of this field, which require a methodological and differentiated approach perceived in

the motivation, in the didactic tasks and in the didactic material. On the other hand, there is a varied nature of the ESP language.

- Regarding Garcia Mayo (2000: 24) the language of the ESP is an essential element to get the main aims through pupils' necessity.

Some of these linguists propose their own ESP classification and this is the case of Strevens (1977: 91). He proposes a completed and well-thought classification: on one hand, he proposes a branch connected to "English for Academic Purposes" highlighted by the necessities produced in an academic field, such as at the university; and on the other hand, "English for Occupational Purposes" that focuses its attention on the demands produced in a professional field.

2.1. Register Analysis

"English for Specific Purposes" constitutes an interesting field of investigation, in the sense that it can be approached from different perspectives and different points of study such as the linguistic description, discourse analysis, didactic methodology and translation. *"English for Specific Purposes"* is connected to the work of other remarkable disciplines like psycholinguistics, sociolinguistics and sociology. ESP was first studied in what it is known in English as "**register analysis**", a theoretical model that focuses its attention on the different grammatical and lexical features we may find in an academic or professional text. This theoretical model is defined as a variety of the language bound to fulfill a communicative aim in a specific academic or professional frame. The "register analysis", as I have mentioned before, pays attention to the identification of lexical and grammatical characteristics.

2.1.1. Lexical Characteristics

Alcaraz Varó (2000: 41) divides the vocabulary into three different categories:

- Technical vocabulary: this is the kind of vocabulary less difficult for students of a specific language studied because of the presence of some elements such as monosemy, its accuracy of definition, its nuclear

meaning, among other elements. Terms belonging to this first group are: software, meningitis, committal, remand, etc.

- Semi-technical vocabulary: it is constituted by lexical units of a common language that have obtained new meanings in a specific field. It is a polysemous language produced by an analogy process. Terms belonging to this second group are: defence, etc.
- General vocabulary: this third group is formed by words people normally use without losing their original meaning. Terms belonging to this third group are: test, repair, prove, etc.

Alcaraz Varó (2000: 44) explains that lexicology analyzes the words; we may distinguish two study perspectives: semantics and morphology. Semantic lexicology, also called lexicological and lexemic semantics with the study of the lexicology, studies the words. In this part of the study of words, it is important to mention the idea of “language sense” that has to do with the different relations between the lexical units. In this sense, we may distinguish aspects to form the semantic field of a lexical unit in the linguistic system:

- Synonym: it indicates the lexical equality. For instance, synonyms of “annual” are: cancel, revoke, etc.
- Antonyms: it is the other way around expression. It has to do with opposites and it constitutes one of the most frequent lexical relations in the language. For instance, antonyms of “absolute” are: qualified, constructive, etc.
- Hyponymy and hyperonymie: both express the inclusion relations of the lexical units. For instance, the words “cathedral”, “chapel”, “convent”, etc., are hyponyms of “temple”, which is the hyperonymie word.
- Lexical implication: it is produced when two words share the same syntactic feature. For instance, from the word “cathedral”, the followings “façade”, “nave”, “aisle”, etc., are constituent parts of the first one.
- Polysemy: it belongs to one of those characteristics of the semi-technical vocabulary. It refers to those lexical units with more than one meaning. For instance, the word “case”.

- False Friends: they are a series of words whose signifiers are similar but their meanings are different even in their historical development. For instance: “realize”, “actual”, “actually”, etc.
- Metaphors: they are the most important procedures of neologism, and it is produced to model the reality. For instance: “breach of law”, “body of the crime”, “burden of the proof”, etc.

2.1.2. Syntactic Characteristics

Among the syntactic preferences of the “Professional and Academic English” stand out those connected to the simplicity of sentence structure, the complexity of the long and complex sentences, and the paratactic and hypotactic relations among the sentences.

- The sentence structure of the texts of the “Professional and Academic English” tends to use “simplicity” in favor of the conceptual precision and the communicative politeness. For instance: “Register Analysis can be applied to legal English”.
- The tendency of using “complexity” with long, complex and misleading sentences. For instance: “When and so long as such parties were in the throes of negotiating larger terms...”.
- When we deal with syntax, we may identify two terms: paratactic (a) and hypotactic (b). Basically, these two terms make references to what we may know, syntactically speaking, as juxtaposition and coordination, that is, the join of equifunctional elements; and the subordinate clauses, that is, clauses that have a logical relation with the main clause of the sentence. The most important hypotactic examples are conditionals, causative, consecutive and concessive sentences, among others. For instance:
 - (a) “These children have lived only with Petitioner and Respondent for the past five years”.
 - (b) “His eyes were red from crying”.

2.2. Genre Analysis

The second theoretical model we may find with respect to “*English for Specific Purposes*” is the “**genre analysis**”. It constitutes one of the most important lines of investigation of the ESP. But this concept of the “genre” has several interpretations for the different writers. For instance, for Trimble (1985) “genre” is a kind of variety or type of text; Biber (1988) distinguishes texts through a series of external criteria imposed by the community around them; etc. This term of the “genre” is now a key word in “*English for Specific Purposes*”, especially since Swales (1990) and Bhatia (1993) used this term and also clarified on it in the early twenties. We may highlight the use of the “genre analysis” when teaching “*English for Specific Purposes*”.

In the last years, people paid attention to a new investigation that has to do with the “**macrostructure**” appeared in academic or professional texts (format or upper organization). This “macrostructure” is constituted by: the primary structure, constituted by a series of “sections”. Whereas the secondary structure concentrates on the constituent parts of each section, and they are called “moves”. These moves, at the same time, can be composed by lower constituents called “submoves”. This macrostructure helps us to end a text with the use of macro markers or with their own conventions. Examples are the words *conclusions* (in a research article) or *yours sincerely* (in a letter), among others. A group of written or oral texts in the professional and academic world are connected to a series of formal conventions, among the most significant ones we may consider:

- The same communicative function.
- An organized scheme called the “macrostructure”.
- Common pragmatic social conventions.

2.3. Discourse Analysis

“Discourse analysis” is composed by the language in action, constituted at the same time by a series of linguistic signs that carry out information with the aim of developing an instrumental function of the language itself. Another objective is to produce an effect in the recipient without regard to any other consideration.

2.3.1. Speech Act Theory

The “**Speech Act Theory**” implies that utterances become actions in a particular communicative situation fulfilling a “communicative purpose”. We may identify Searle’s classification (1980) considered the most accepted:

- **Representative or assertive speech act:** this speech act expresses that the act is used in order to assert an idea (verbs: *explain, assert, describe, consider, establish, etc.*). For instance: “Pragmatics deals with language in context”.
- **Directive speech act:** this speech act is used when the speaker wants the hearer to do something (verbs: *ask, beg, instruct, apply for, complaint, etc.*). For instance: “Give me a cup of tea. Make it strong”.
- **Commissive speech act:** this speech act expresses the commitment of the speaker (verbs: *promise, forgive, guarantee, etc.*). For instance: “I’m going to get it right next time”.
- **Expressive speech act:** this speech expresses the speaker’s emotion, psychological state (verbs: *congratulate, welcome, apologize, etc.*). For instance: “Congratulations!”.
- **Declarative speech act:** this speech act is used in civil and religious settings (verbs: *declare, baptize, etc.*). For instance: “I now pronounce you husband and wife”.

2.3.2. Discourse Modes

From Aristotle to our days, there have been various attempts about the classification of discourse, distinguishing the following: descriptive, narrative, expository, persuasive and conversational; Alcaraz Varó (2000: 119-130):

- **Descriptive discourse:** it introduces states and continuing events. For instance: “In the centre of the table there stood, as sentries to a fruit stand which upheld a pyramid of oranges and American apples, two squat old-

fashioned decanters of cut glass, one containing port and the other dark sherry...”.

- **Narrative discourse:** its main objective is to tell a story, which implies to give information about “time and space”. For instance: “A few days later I called on Dr. P and his wife at home, with the score of the Dichterliebe in my briefcase and a variety of odd objects for the testing of perception...”.
- **Expository discourse:** it offers the awareness of the systematic and logical organization of discourse. For instance: “Macrophages are large cells that resemble monocytes”.
- **Persuasive discourse:** it is based on sentimental reasons, moral, etc.
- **Conversational discourse:** it is based on logical reasons.

2.3.3. Textuality Conditions

We may consider some other “textuality conditions” such as: **cohesion and coherence**. Between these two conditions, there must be a correct correspondence even though both terms describe the properties of written texts. The “cohesion” has to do with the use of explicit linguistic devices to establish relations between sentences and parts of the texts. In some cases, the structure of the text is easily recognizable. Whereas “coherence” is its conceptual stability, that is, it is a semantic property of discourse formed through the interpretation of each individual sentence related to the interpretation of other sentences. Both conditions are normally related, but in some texts we may find coherence without cohesion, and the other way around. They present a series of “resources” that are essential in texts. In the case of “cohesion”, we may mention the ungrammaticality and the distortion of the conceptual stability; whereas among the different resources included in the “coherence”, we need to mention the “repetition” (anaphora and cataphoric) and those of “similarity” (isotopy). Alcaraz Varó (2000: 92)

3. Characteristics of Legal English

I'm going to proceed to talk about one of the most successful and complicated languages in the professional field of law which is the "**legal English**". "Legal English" constitutes one of those professional languages for the professional people belonging to the field of law, and it is considered one of the main tools used in this discipline. Law is explained and presented through language. This type of language is the one used in those relations in which the public power acts through a series of powers such as legislative, executive and judicial. This language also belongs to the one that appeared in those legal texts such as wills, contracts, etc. One of the differences between legal English and other technical languages is that this professional language continues with the use of typical formulaic expressions that belong to many centuries ago. In the study of the legal English, we may consider three different areas in which the language and the law in itself coincide. They are relevant aspects for the legal translator:

- Language constitutes the main tool even though the different laws are expressed through language. And this is a process that takes a long time for jurists, people responsible for the interpretation of the law.
- Legal language can be easily understood. This is the reason why many jurists have expressed their desire of creating a legal language for beginners, and for the others to maintain the difficulty of complex linguistic forms.
- The forensic linguistics, connected to the language of linguistic signs, constitutes a real proof for judges.

One of the greatest books about legal English is the one written by Mellinkoff (1963) called *The Language of the Law*. In this book, the author talks about the use of the modern legal language and he also makes references to its ancient origins such as the Anglo-Saxon or French origin. It is considered one of the best examples of the use and the different characteristics of this professional language from a traditional linguistic point of view.

To talk about the history of the legal English through the language, we may consider the existence of the different civilizations that used to use the language to control the administrative and legal order. The first pieces of evidence of the language

that legal people have were those oral and later on written texts, both essential for the establishment of the law. There is no legal rule until it is not explained with words. All the legal texts and documents, nowadays we know, have their origin in the different acts and ceremonies that took place in the middle ages. But if we pay attention to how the English legal system works and how the rest of the European legal systems work, we will see that the English one follows another direction in its running influenced by Germanic traditions. At the beginning of the 12th century, in England, the *Common Law* appeared. This system constitutes a common law for the whole nation and it is a combination of a series of systems in three languages: Old English, Norman French and Latin.

3.1. Classifications of legal texts

According to the different classifications of legal texts, some translators highlight classifications based on the different branches of law, the function of the texts and their communicative situation. Paying attention to the last classification previously mentioned about the “communicative situation”, some suggestions are the following:

- Zunzunegui (1992) proposes a subdivision of the different legal texts. He considers the legal language in which laws and written legal texts are formulated.
- Maley (1994) proposes a classification based on the legal texts of the Common Law. His classification includes four legal types of speech and the communicative situations originated by them: first, sources of law and beginning of the legal process; second, legal situations previous to the oral judgment; then, the oral judgment in itself; and finally, a series of decisions found in the law reports.

There is another classification that deals with the different genres used in legal texts and whose purpose is to analyze how legal English users establish their messages. An example is the one used by Borja Albi (2000: 85) because she proposes identified categories found in the genres such as: normative texts, legal texts, case law, reference works, doctrinal texts, texts of law enforcement. From her classification, we may obtain another one in which we classify the texts in two different groups: civil and penal. Each

of the main genres include in these last groups highlight because of the contextual focus they show (expository, instructive, etc.).

British Normative Texts

Legislation is the second source of legal English. This source is characterized by its impersonality. So in this sense, the legislative speech will appear, in one way or another, a little bit decontextualized. In the Anglo-Saxon law systems, we may find three distinguished types of legislative laws:

- Action rules: Some of the main functions of these rules are, for instance, to prohibit actions, to implant obligations, to grant important members with certain powers, among other functions.
- Stipulation rules: These rules try to define a rule in its application field.
- Definition rules: They are connected to the totality of the law and they try to explain the terminology used in the texts.

Legal Texts

There are different classifications about how legal texts are organized. But according to the English law system, we may classify them in two different parts: on one hand, those documents that start a civil process (petitions, claim form, writ summons, originating summons), those that start a criminal process (arrest, police enquiry and laying information before a magistrate) and pulse documents; on the other hand, we may also find those documents normally belonging to judges and magistrates such as judgments where judges must respect the decisions previously mentioned, and they deal with a type of argumentative text with a personal tone in which they express the reason why they have taken that specifically decision.

Case Law

It is considered one of the most important sources of the English law system. It is constituted by a series of judgments pronounced by the court. But it is not the only highlighted source. According to Alcaraz Varó:

Se puede afirmar que son tres las Fuentes del derecho inglés: el *common law*, la equidad (equity) y el derecho legislado (statute law) y de las tres deriva el derecho jurisprudencial (case law), cuyo autor es la judicatura a través de los precedentes creados en las sentencias (1994: 115).

The main English law reports contain a final decision, the facts and the main legal principles in which the decision is based on. It is very common the appearance of abbreviations in law reports, examples that may be unknown for translators. Other important sources of reference, when dealing with legal decisions, are a series of articles or essays captured in specialized journals, magazines, etc. In some cases, these articles are mere information for lawyers to know what is going on with respect to the evolution of the legislation. They can also be classified in: weeklies such as *the Law System Gazette*, less frequency scholarly publications such as *the Law Quarterly Review*, and publications on specific aspects of law such as *the Criminal Law Review*; among other titles.

Reference Works

Jurists use a series of documents that contain information about legal terms, general topics of law, etc. These documents use a very prepared language and they are characterized by a contextual focus where the “expository focus” is the main one. Other reference works are, for instance, formularies. They constitute a group of documents which avoid individual details to introduce others well-written.

All legal documents are well structured and they have got a similar writing. Therefore, nowadays, the format of some of these documents is regulated by the legislation.

Doctrinal Texts

These kinds of texts belong to those students of Philosophy, History, etc., and they include a series of handbooks of the law, articles, thesis, among others. English doctrinal texts are characterized by their distribution. They are different from Spanish doctrinal texts in the sense that they are full of quotes from previous legal cases.

Texts of Law Enforcement

Some of the most important legal instruments with which lawyers work are formal documents such as deeds, bills of sale, lease agreements, contracts, etc. These formal documents are divided into a series of parts constituted, at the same time, by physics or legal people. In the case of judicial documents such as pleadings or court papers, their main objective is to defend a legal case, whereas with respect to legal documents, they constitute a proof of intentions. According to the style of the legal instruments, they are very different from the ones used in courts, avoiding ambiguity too.

4. Analysis of texts

The aim of the following analysis of texts has to do with one of the legal texts considered in all English-Speaking nations as one of the most demanding texts; I am referring to “petitions” and along the following analysis, I will identify the macrostructure of four petitions, taking into consideration their primary and secondary structures, those discourse features clearly identified and, to extend these four analysis because with the analysis of the “genre” is not enough due to the extension and the content of these types of texts, I will proceed to identify those grammatical and lexical features connected to the characteristics corresponding to the theoretical model of the “register analysis”, to get at the end several conclusions about this type of texts. But first, it is necessary to talk about the kind of text chosen for this analysis and its function in the legal English system. “Petitions” are characterized by a series of signatures that show the people involved in that petition and make them more conscious about the problem. Depending on the number of signatures, the text is more successful at the moment of the petition. They are requests presented in the written format and they must be presented to the parliament or Court too. As it is a request, it must contain a request to take part in. They can appear as the title of legal pleadings at the beginning of legal cases.

4.1. Petition for guardianship of a minor (Appendix 1)

This type of petition is produced when a legal guardian is chosen by the living parents or any family member or known person, who wants to take care of the minor child or minor children. As this is a legal written process, it has to be filled in the presence of a court or any other mediator with the correspondence consent by the child or children if he/she is or they are 14.

As the purpose of this analysis has to do with the macrostructure of the text, according to the primary structure analyzed on it, taking into consideration the theoretical model of the “**genre analysis**”, we may distinguish a protocolized format divided into the following sections:

- This legal text contains a large and rather broad **“heading”**, consisting of the following subsections:
At the top of the petition, we may consider the “court name”: The Family Court of the State of Delaware. In and For New Castle, Kent or Sussex County. This first piece of
In the first page, we may identify the “petitioner’s section” (also other petitioners, if any) where he or she must fill in the
In the second page, we may identify one section belonging to the “guardian ad litem” (if any); besides another section belonging to the “attorney for guardian ad litem” (if any).
- These two sections are followed by the **“body of the text”** with its corresponding constituent parts (from point 1, including children’s data above, to 8).
- Finally, we may identify the **“closing”** that includes a section dedicated to signatures.

With respect to the secondary structure analyzed in this petition, I will focus my attention on one of the most significant parts of the entire legal text, the “body of the text”. Each of the part that constitutes the “body section” is called “move”, and so we may find different moves in the text:

- In the **“heading”** we may identify information which is essential in this kind of texts because it makes references to the county court where the petition will be filled by the petitioner(s); information concerning to petitioner’s personal data and also the respondent’s personal information; personal information concerning to the guardian and its attorney too.
- In the **“body of the text”** we may appreciate a series of blanks to introduce children’s personal data, information about their parents, subsections connected to the petition in it, addressing other considerable data, and finally the reasons why the petitioner is requesting the guardianship of the children.
- In the last section of the text, considered the **“closing”** or signature section, we may find the presence of the Court or, as it is written on the text, in the presence of the notary public whose signature will be written

after the petitioner's signature, next to the date line. If there are two possible petitioners, the second one has to do the same process as the first one.

Once we have paid attention to the analysis of the theoretical model of the "genre analysis", I will proceed to identify those "**speech acts**" and "**discourse modes**" that linguistics has tried to identify through different criteria, both belonging to the "**discourse analysis**". Some of the "**speech acts**" found in the text are:

- "I have attached to this Petition the following affidavits": in my opinion this utterance constitutes a "representative or assertive speech act" where the petitioner considers including a series of documents in the text.
- "I am filing this petition because...": this is another case of a "representative or assertive speech act" where the Petitioner, again, is explaining a series of reasons about the possibilities of becoming the guardianship of the children for those who seek custody.
- "Please check all that apply": this can be an example of a possible "directive speech act" where the speaker wants the hearer to do something.

With respect to the different "**discourse modes**" that constitute an interesting level of the text structure, there is a clear one presented in subsection 5 of the body of the text:

- "Name (s) of the person(s) to whom guardianship shall be vested if this Petition is granted". In my opinion this is a case of a "legal instructive discourse mode" with the characterized "shall" expressing a clear instruction, as the whole text is practically an authoritative direction to be obeyed if the person wants to continue fulfilling the process of the petition.

Apart from considering the parameters belonging to the "genre and discourse analysis", in the text we may also identify some of the most characteristic parameters of the theoretical model of the "**register analysis**". With regard to this theoretical model, I will proceed to comment on the identification of syntactic and lexical features found in the text:

Syntactic features: with respect to the different “verb tenses” appeared on the text, we may find examples of present simple verbs and present perfect forms: “the following child(ren) is/are not yet 14 years of age or older”; “I have attached to this Petition the following affidavits”.

- “Conditional forms”: “If you do not know the name/ address of the child(ren)´s mother and/or father, write in the space provided below what you have done to try to locate him/her/them”.
- In this previous example, at the end of the sentence, there is a clear case of a two followed “to-infinitive clauses”: “what you have done to try to locate him/her/them”.
- “Gerund constructions” such as: “Complete the table below regarding the child(ren)´s parents”; “Name(s) of the person(s) or organization holding parental rights of the child(ren)´s”; “Name(s) of the person(s) or organization having the guardianship,...”.
- “Complex noun phrase” including two “passive constructions”: “Name(s) of the [person(s) to whom guardianship shall be vested if this Petition is granted]”.
- “Coordinate sentence”, such as: “The child(ren) is/are 14 years of age or older and consents to (agree with) this Petition...”
- “That-clause”, such as: “The child(ren)´s parent(s) agree that I/we should become that guardian(s) of the child(ren).

According to the **lexicon** found in the text, we may find the following reliable examples:

- Typical legal terms: words typically used in the legal field, and at the same time they are considered as “technical words” too. Examples found in the text are for instance:

“Court”: it is the tribunal with the authority to adjudicate legal disputes.

“Petition”: this term makes references to a formal written request to a court, which starts a special proceeding. In juvenile court, the legal document which specifies the complaint against the juvenile and/or

family; it includes the name, age and address of the minor and his/her guardian, as well as the statutory grounds and facts upon which the request for the court intervention is based.

“Guardianship”: it refers to a person who has the power and duty to take care of another person and/or to manage the property and rights of another person who is considered incapable of taking care of his or her personal affairs.

“Petitioner”: this term refers to the person starting the lawsuit.

“Respondent”: it refers to the person responding to a lawsuit; it is also known as “defendant”.

“Attorney”: it refers to the official name for a lawyer used in certain jurisdictions.

“Affidavit”: it corresponds to the written statement made under oath.

“Custody”: it has to do with a court decision about where a child or children will live and how decisions about them will be taken into consideration.

“Notary”: this term refers to an official person who witnesses signatures, among other documents.

- English words with legal meaning found in the text, that is, “semi-technical words”:

“Provided”: this term can have different meanings, but its legal meaning has to do with the verb in Spanish “disponer”.

“Guardian”: this term is understood, in the field of law, as the person in charge of children.

- False friends:

“Guardian”: this term may be considered as a false friend, in the field of law, because it makes references to the person in charge of a child, for

instance, and we may not considered this term with the Spanish meaning of “guardián” of a specific place.

- Collocations in legal lexicon define a series of words or terms that co-occur more often that would be expected by chance. Some examples in this text are: “Parental rights” (adjective-noun); “death certificate” (noun-noun); “to seek appointment” (verb-noun); “petition for” (noun-preposition).

4.2. Petition for change of name of adult (Appendix 2)

This kind of petitions are frequently used in situations where individuals, for instance, want to change their names because of a series of religious reasons, gay and lesbian reasons, some people decide to have new names after being two or more years of marriage, if someone is not satisfied with his/ her birth name, among other reliable reasons. It must be stated on it that the petitioner is an adult over eighteen years old in the State where he or she is living at the present moment, but it varies depending upon State’s laws.

Let us proceed to the matter concerning with the macrostructure, primary and secondary structure, following the theoretical model of the “**genre analysis**”. According to its primary structure, this second text is characterized by its “protocolized format”, divided in the following sections:

- The “**heading**” of this legal text in which we may appreciate: the section where the petitioner must fill in the name of the county in which he or she is a legal resident. We may find the section corresponding to the blank where the petitioner has to introduce his or her real name, that is, the petitioner’s name section. We clearly distinguish two considerable sections: “court section” and “Docket No.” We may appreciate the Latin word “in re”, the case name for changing cases and the prepositions “from” and “to”.
- This petition continues with the “**body of the text**” (from point 1 to 7) including the entire declaration made by the petitioner.

- The “**closing**” or the “verification part”, with the corresponding signatures and ending of the text.

According to the secondary structure of the text, we may pay attention to the “moves” that characterized this second petition:

- In the “**heading**”, we may consider personal data the petitioner and some other legal data concerning to the Court and even the State where the petition is held. Then, the Court in which the petition is unresolved and the docket number used by the court to designate the number of a case constituting an essential element to find out what has happened in a specific case. The Latin term “in re”, used in jurisprudence to indicate that a judicial proceeding may not have formally designated adverse parties or is otherwise uncontested, and the case name for changing cases, a different information depending on the type of case by the words “change of name of adult”. After the “in re”, we may find the section corresponding to the name of the person whose name is going to be changed if it is different from that of the petitioner; introduced by the prepositions “from” and “to”.
- In the “**body of the text**”, we may observe a number of subsections belonging to the different procedures and information needed to get the new name, such as personal data belonging to birth and places date, the petitioner’s name, the reasons for the change of name and other extra statements that the petitioner wants to declare.
- The “**closing**” or as this text indicates, the “verification section”, is in charge of confirming that all data, including the original name of the petitioner, and the fact that he or she wants to change his or her name into a new one, is true under penalty of perjury. Below, and as it is a written notarized text, it requires a series of signatures and the date when the petition is presented.

In response to “**discourse analysis**”, we will focus on those “**speech acts**” and “**discourse modes**” that stand out in the text:

- After filling in all the data at the beginning of the text, there is a clear case of “declarative speech act”, whose communicative purpose has to do

with the declaration in itself made by the petitioner: “Petitioner makes the following declaration...”.

- In subsection 5, there is a “representative or assertive speech act” where the verb “offer” can be understood as a synonym for “explain”, when the petitioner expresses his/ her reasons for the objective of the text: “and offers the following reason(s) for seeking to do so”.
- Then, in the last subsection, we may distinguish another “declarative speech act”, where the petitioner produces a linguistic act, this time by adding extra information: “In addition to the foregoing statements, the Petitioner further declares:...”.
- Finally, in the piece of text belonging to the “verification part”, the petitioner gives another utterance where there is an identified “representative or assertive speech act” through the assertion he/she does under penalty of perjury: “I,... [name of Petitioner], affirm under penalty of perjury...”.

With respect to the “discourse modes” found in the text, we may consider:

- In my opinion, the entire text is a case of “narrative discourse”, because from the very beginning, although the text is incomplete, there are blanks that need to be filled in with personal information to narrate the whole petition.

After explaining the most significant features of the theoretical model of the “genre analysis” and the “discourse analysis” found in the text, I will proceed to identify the syntactic and lexical features of this legal text through the theoretical model of the “**register analysis**”. With respect to this theoretical model, we may find:

Syntactic features: we may analyze in this text those “verbs tenses” clearly identified, such as: present simple forms, past simple forms and present perfect forms: “Petitioner makes the following declaration”; “Petitioner was born on...”; “the Petitioner has always been known by that name”.

- “Coordinate sentences”, such as in subsections 3 and 4: “Petitioner resides at ... [insert residential address] and has lived at this address for ... [insert length of time in months or years at this address]”.
- “Gerund forms”: “offers the following reason(s) for seeking to do so...”.
- Examples of “passive structures”: “The mother of the Petitioner is named...”.
- In subsection 5 we may find an example of a “to-infinitive clause”: “Reason for Name Change: Petitioner seeks to change his or her name to...”.
- In subsection 7, there is a clear example of “that-clause”: “Now, therefore, the petitioner requests that the court order the petitioner’s name changed as follows...”.
- Finally, in the part connected to the verification, there is a “complex sentence” in which we find two that-clauses joined by a coordinating conjunction: “I... [name of Petitioner], affirm under penalty of perjury that I am the Petitioner in the foregoing Petition to Change Name of Adult and that all statements in this Petition are accurate to the best of my knowledge”.

According to the “**lexicon**” analyzed in this text, we may find the following features:

- Typical legal terms: words typically used in the legal field, and at the same time they are considered as “technical words” too. Examples found in the text are for instance:
 - “Court”: it is the tribunal with the authority to adjudicate legal disputes.
 - “Petitioner”: this term refers to the person starting the lawsuit.
 - “Declaration”: this term refers to an unsworn statement of facts made by a party to the transaction, or by one who has an interest in the facts recounted.
 - “Judgment”: this term makes references to a court decision.

“Perjury”: this term makes references to someone who makes a false statement, swears, affirms or testifies falsely.

“Notary”: this term refers to an official who witnesses signatures, among other documents.

- Legal English words used in general English, or semi-technical words too found in the text:

“Convicted”: general word with legal context that refers to a person found guilty of committing a crime.

- Multiple meaning terms: that is, words with more than one meaning that appear in the text are:

“Action”: this term means “police action, administrative, disciplinary action, industrial action, action for breach of contract”.

- False friends. One clear example in the text is:

“Crime”: in terms of legal English, this term means “delito” in Spanish, but it is considered as a “false friend” because it can be confused with the Spanish word “crimen”.

- Collocations in legal lexicon define a series of words or terms that co-occur more often than would be expected by chance. Some examples in this text are:

“Legal actions” (noun-noun); “penalty of perjury” (noun-noun); “petition for” (noun-preposition).

4.3. Petition for change of name of infant (Appendix 3)

Changing the name of a child requires a legal process. This process varies depending upon the State. For instance, in some States, the biological parents’ permission is obligatory, whereas in others getting such permission is enough if the person was previously married with the other parent.

I am going to proceed to talk about the primary and secondary structure of this formal and written legal text, paying attention to the theoretical model of the “**genre analysis**”. As all legal texts and previous petitions analyzed, this petition follows its own “protocolized structure”, and it is organized in the following sections:

- The “**heading**”: in this first section, we may observe the blanks that the petitioner has to fill in with the name of the county where the petition is held and the name of the State. Below, there is a blank corresponding to the name of the child who is going to change his or her name, including one of the names of their parents requesting the change of the name at a different court in a different state.
- The “**body of the text**” (from point 1 to 10) that corresponds to the petition itself.
- The “**closing**”: the last section of the text includes a “verification section”.

As far as the secondary structure is concerned, I will concentrate on one specific part of the entire legal text, the body of the text, and identify the most significant “moves” found in it:

- In the “**heading**” of the text, we may appreciate information connected to legal data and obligatory personal data that the petitioner must fill in to initiate the request.
- The “**body of the text**”, is divided in different subsections concerning with all the procedure of changing the child’s name. This section includes data connected to the petitioner’s personal life, such as his or her birth place or his or her marriage, among others, and the grounds or reasons why they want to change the name of the infant, among other legal information required in this sort of text.
- The “**closing**”, includes a “verification section” in which if during the whole process, all the steps have been followed correctly, the Court has to make a final decision in thirty days from the petition’s filing. But if the minor is involved and his or her parents live out of the state, then the Court will add thirty additional days.

Once the analysis of the conventional format of this genre has been presented, now I will focus on **“discourse analysis”** paying attention to **“speech acts”** and **“discourse modes”**. With respect to the different “communicative speech acts” found in the text, we may consider:

- In my opinion, the whole text can be considered, with respect to its communicative purpose, a “directive speech act”, identifying a reliable example in subsection 4 in the “body of the text”: “... proposes to assume another name and the name which she proposes to assume is...”.
- But regarding subsection 5, I think, there is a possibility of considering different “speech acts”, and this part of the text as a “representative or assertive speech act”, asserting an idea: “the grounds for this application for such change of name are as follows...”
- Directive speech act in the “closing” of the text, due to the presence of the verb “to pray” meaning “to beg”: “... prays that an order of this court may be entered granting leave to her to assume the name of...”.

With respect to the “discourse modes” found in the text, we may consider:

- This genre presents an “expository discourse”: “There are no judgments or liens of record and no actions pending against... in any court of this state or of the United States, or of any governmental subdivision thereof, or elsewhere, whether the court be court of record or not”.
- This legal text contains a “narrative discourse” as we may identify in the following example at the beginning of the “body of the text”: “... is an infant under sixteen years of age and was born in the city of... on the... day of..., ... [date], a child of the above named..., her father, and..., her mother, deceased (or, of the mother and father were divorced or if for any other reason are not making a joint application, see optional part 2), as appears from the annexed birth certificate (certificate of record of birth)”.

With respect to the theoretical model of the **“register analysis”**, as in the previous petitions, I will focus my attention on those syntactic and lexical characteristics that this theoretical model includes.

Some **syntactic features** analyzed in the following text are: several “verb tenses” such as: present simple, present continuous, past simple as well as present perfect: “the birth certificate shows the name...”; “she is contemplating a trip”; “an infant was born”; “with the name she has assumed”.

- In the second part of subsection 2, there is a “coordinate sentence” formed by two passive structures; in the second passive, there is omission of the verb “to be”: “The marriage of... and... was dissolved by a judgment of... of the... Court of... and entered in the office of the county clerk of... County on the... day of...”.
- Subsection 4 corresponds to a coordinate sentence with a “to-infinitive subordinate clause” and a “complex noun phrase”: “[... proposes to assume another name] and [the name which she proposes to assume is...]”.
- There are cases of “passive structures” along the text: “has been called by”; “has always been registered”; “has ever been convicted”.
- There is “modality”, such as in the example: “there may be no difficulty respecting passports, visas and the like”.
- “Gerund constructions”: “There are no bankruptcy or insolvency proceedings, voluntary or involuntary, pending against petitioner in any court whatsoever or before any officer, person, body or board having jurisdiction thereof and petitioner has not at any time made an assignment for the benefit of creditors”.
- Subsection 9 contains two “complex noun phrases”; the first one contains an “apposition” indicated by brackets: “[the only name by which she has been known], (which is the name sought herein to be abandoned), and has [no creditors who may be adversely affected or prejudiced in any way by the proposed change of name]”.

With regard to the analysis of the “**lexicon**”, we may consider the following features found in the text:

- Typical legal terms: words typically used in the legal field, and at the same time they are considered as “technical words” too. Examples from the text are:

“Court”: it is the tribunal with the authority to adjudicate legal disputes.

“Judgment”: this term makes references to a court decision.

“County Clerk”: this term makes references to an official of a county government.

“Liens”: it refers to a charge, hold, or claim upon property of another as security for a debt.

“Petitioner”: this term refers to the person starting the lawsuit.

“Jurisdiction”: it is the power and authority of a court to hear and make a judgment in a case.

- English words with legal meanings, also called “semi-technical words” found in the text:

“Application”: this term makes references to the act of making a request about something.

- Legal English words used in general English, or semi-technical words too found in the text:

“Convicted”: general word with legal context that refers to a person found guilty of committing a crime.

“Proceedings”: this general word makes references to the instituting or conducting of legal action.

- Multiple meaning terms, that is, words with more than one meaning that appear in the text are:

“Action”: this term means “police action, administrative, disciplinary action, industrial action, action for breach of contract”.

“Order”: this term makes references, in Spanish, to “orden, orden ministerial, decreto, auto, orden judicial”.

- False friends. Some reliable examples found in the text are:

“Crime”: in terms of legal English, this term means “delito” in Spanish, but it is considered as a “false friend” because it can be confused with the Spanish word “crimen”.

“Application”: in terms of legal English, this term means “solicitud” in Spanish, but it is considered as a “false friend” because it can be confused with the Spanish word “aplicación”.

- Collocations in legal lexicon define a series of words or terms that co-occur more often than would be expected by chance. Some examples in this text are:

“Birth certificate” (noun-noun); “certificate of” (noun-preposition); “petition for” (noun-preposition).

4.4. Petition for simplified dissolution of marriage (Appendix 4)

This petition refers to a kind of procedure which is less complicated and it is available for everyone under a series of circumstances to produce the end of a marriage. It is an easy and, at the same time, economic way of producing the end of a couple by means of specific requirements, in terms of “eligibility”, and all of them mentioned in the document to carry out the procedure.

I will proceed to analyze one of the first conventions of a genre, the macrostructure and its primary and secondary structure through the theoretical model of the “**genre analysis**”. According to its primary structure, we may identify a “protocolized format” represented in the following sections:

- The first section is the one belonging to the “**heading**”. In this part, we may identify the following legal data: it contains the judicial circuit number and the name of the county where the couple is filing or where the case was already filed, called the “caption”. The case subject matter with the words and the Court case number assigned by the court. And all this is followed by the name of both petitioners.
- The second section has to do with the own “**body of the petition**” (from point 1 to 13). In this second part, we may find a number of requirements

needed for fulfilling the petition divided in different “subsections” called “moves”.

- The third part is the “**closing**” of the legal text, in which important information connected to personal data of both petitioners is included and some other legal information.

Besides its secondary structure, consisting of the constituents parts of each of the subsections called “moves”, we may identify:

- The main function of the elements analyzed in the “**heading**” of the text has to do with basic and needed data connected to important legal aspects, and the introduction, for the first time in the petition, of the names of the petitioners who request this document.
- At the beginning of the “**body of the petition**”, the petitioners introduce their names and the main reason why they are requesting the petition. The next two sections are connected with personal data, such as the place where they live, the state, the place where they got married, etc.; and the rest of the body, speaking in first person plural, what both petitioners are trying to explain is the fact of the dissolution in itself, they also agree with all the requirements presented in this document, and they are satisfied too with the sharing agreements, etc.
- Regarding the “**closing**”, we may consider the part where petitioners are explaining their full knowledge about what they are doing taking into consideration possible consequences if they do not fulfill the document correctly or if they do not say the truth. As this is a legal text, it is characterized by a series of signatures of high members of the court and the corresponding petitioners once the legal petition is filled.

Attending to the “**discourse analysis**”, and according to the “**Speech Act Theory**”, in this petition for simplified dissolution of marriage, and paying attention to their communicative purpose, we may identify the following “**speech acts**”:

- “Commissive speech act”: “We, {full legal name} ..., Husband, and {full legal name}..., Wife, being sworn, certify that the following information is true:”. Because of the verb “to certify” meaning “to guarantee”, this is

a clear example where the speech act expresses the commitment of the speaker.

- “Directive speech act”: “We are both asking the Court for dissolution of our marriage”. In this reliable example the speech act is used when the speaker wants the hearer to do something.
- “Representative or assertive speech acts”: “We each understand that the result of signing this petition may be a final judgment ending our marriage and allowing no further relief”; “We each understand that we both must come to the hearing to testify about the things we are asking for in this petition”. In both examples the speech act is used in order to assert an idea.
- “Commissive speech act”: “I am swearing or affirming under oath to the truthfulness of the claims made in this petition and that the punishment for knowingly making a false statement includes fines and/or imprisonment”. This is another reliable example expressing the petitioner’s compromise.

In connection with “discourse typology”, in this simplified petition, we may identify the following text units as “**discourse modes**”:

- From the very beginning of the petition until subsection 4, both petitioners are giving out an informative message, apart from including specific data to construct a logically ordered argument so that a relation between the different parts and the whole is perceived by the person who reads or hears the “expository discourse”.
- The rest of the petition includes a clear “narrative discourse”, giving information about the main objective of this petition as the central unit of the narration. We may consider in the analysis of narrative discourse, several categories that have to be taken into account, such as “modality”; it constitutes an important aspect related to “discourse meaning” showing the petitioners’ point of view.

I will continue analyzing the “Structuralist theoretical model” for the description of the language used in academic and professional texts, that is, the “**register analysis**”. This term makes references to those grammatical and lexical features identified in the

language in professional and academic texts. According to this theoretical model, we may identify in the text the following characteristics:

Syntactic features: we may analyze in this text those “verbs tenses” clearly identified, such as: present simple forms, present continuous forms, past simple forms and present perfect forms: “Our marriage is irretrievably broken”; “We are both asking the Court for a dissolution of marriage”; “We were married to each other on...”; “We have made a marital settlement agreement dividing our assets...”.

- “Gerund Constructions”: “Wife, being sworn, certify that the following information is true...”.
- From the very beginning of the body of the petition until the end, there are several examples connected to “that-clauses”:

“that the following information is true”; “that we have not been threatened or pressured into signing this petition”; “that the result of signing this petition may be a final judgment ending our marriage and allowing no further relief” (this example also includes the presence “modality” through the modal “may”, and some gerunds too); “[that we both must come to the hearing [to testify about the things we are asking for in this petition]]” (this is a “that-clause containing a to-infinitive clause in it, and the use of the modal “must”).

- “Coordination”: “[that we each may have legal rights as a result of our marriage] and [that by signing this petition we may be giving up those rights]”; “[that I am swearing or affirming under oath to the truthfulness of the claims made in this petition] and [that the punishment for knowingly making a false statement includes fines and/or imprisonment]”; “Husband lives in {name}... County, {state}..., and has lived there since {date}...”; “Wife lives in {name}... County, {state}..., and has lived there since {date}...”
- “Passive Constructions”: “This agreement was signed freely and voluntarily by each of us and we intend to be bound by it”; “That we have not been threatened or pressured into signing this petition”
- “To-Infinitive clauses”: “[We ask the Court to end our marriage] and [approve our marital settlement agreement]”.

- “Complex noun phrases”: The first one includes an “apposition”: “Financial Affidavits, [Florida Family Law Rules of Procedure Forms 12.902(b) or (c)], which are attached to this petition”; “Wife wants to be known by her former name, which was {full legal name}...”.
- “Conditional sentence”: “If a nonlawyer helped you fill out this form, He/ She must fill in the blanks below”.

With respect to the “**lexicon**” analyzed in this petition, we may consider the following features:

- Typical legal terms: words typically used in the legal field, and at the same time they are considered as “technical words” too. Examples from the text are:

“Petition”: this term makes references to a formal written request to a court, which starts a special proceeding. In juvenile court, the legal document which specifies the complaint against the juvenile and/or family; it includes the name, age and address of the minor and his/her guardian, as well as the statutory grounds and facts upon which the request for the court intervention is based.

“Court”: it is the tribunal with the authority to adjudicate legal disputes.

“Dissolution”: The legal word in the state of Washington for divorce.

“Financial Affidavit”: it refers to a sworn statement of income, expenses, property (called assets) and debts (called liabilities).

“Judgment”: this term makes references to a court decision.

“Notary”: this term refers to an official who witnesses signatures, among other documents.

- English words with legal meanings, also called “semi-technical words” found in the text:

“Form”: it refers to a printed or electronic document.

- False Friends. Examples are:

“Information”: in terms of legal English, this term means “denuncia”, but it is considered as a false friend because it can be confused with the Spanish word “información”.

“Form”: in terms of legal English, this term means “formulario, impreso”, but it is considered as a false friend because it can be confused with the Spanish word “forma”.

- Collocations in legal lexicon define a series of words or terms that co-occur more often than would be expected by chance. Some examples in this text are:

“Irretrievably broken” (adverb-adjective); “asking for” (verb-preposition); “legal rights” (adjective-noun); “petition for” (noun-preposition).

5. Conclusions

After analyzing the four previous legal texts, I will proceed to enumerate those common and different aspects among each of them. Dealing with the theoretical model of the “genre analysis”, we may observe how the four petitions present the same conventional structure, which has been one of the main parameters that have occupied the practical part of the analysis in my research. Paying attention to their primary structure, the four legal texts show clearly the three main sections that a legal text normally has, that is, the heading, the body of the text and a final part considered the closing of the text; however, the first petition connected to the “guardianship of a minor” presents a different heading which is much wider than the other three following texts in which it can be seen more personal information than in the rest of the headings, possibly due to the subject occurring in the petition.

With respect to the second section of the petitions, the body of the text, each petition includes the number of subsections appropriated, depending largely on the type of information included as well as the necessary documents.

With regard to the last section included in these four texts, which I called "closing ", we may identify the part of the legal text in which any person involved in the petition regardless of the topic as well as the legal experts, include the signatures along with the date on which the petition is held. The difference in the “closing” is that each of the texts is organized in its own way according to the nature of the petition itself. For instance, the petitions having to do with the "change of name", both of a child and an adult, include a small section which is called "verification" and the other two petitions do not refer to it; this may be because the matter in the second and third petition requires this small section to clarify something about the subject matter. The first petition includes a "closing", as I mentioned before, typically with a series of signatures, while the fourth petition for a “simplified Dissolution of marriage" includes a distinct "closing" because in this type of petition there are clearly two people involved and each of them has to fill his space provided.

In relation to the secondary structure, as the four petitions analyzed deal with very different subjects, they include quite different "moves", although all of them at the

beginning of the body of the petition include personal information central to any petition.

With respect to “discourse analysis”, all the texts analyzed present speech acts such as "representative or expository speech acts", "directive speech acts", "declarative speech acts" and "commissive speech acts". In the case of “discourse modes”, I have identified an example of “legal instructive discourse mode” in the third analysis for the “change of name of infant”, whereas in the rest of the petitions there are cases of “narrative discourse” and “expository discourse”.

As far as the “register analysis” concerns, on one hand, according to the syntactic characteristics, in the four petitions there are clear examples of: coordinate sentences, passive structures, complex noun phrases, conditionals, gerund constructions, that-clauses, to-infinitive clauses, and something that caught my attention was the presence of the same verb tenses in all of them, that is, the use of the present simple, present continuous, past simple, present perfect, but not others. And on the other hand, according to the lexical characteristics, the parameter which is in all the petitions is “typical legal words”; some repeated examples are “Court” and “Petitioner”. Additionally, there are examples of different “general English words with legal meaning”, such as “form”, “application”, among others. The parameter of “Legal English words used in general English”, such as “convicted” and “proceedings”. In the two petitions related to the “change of name”, there are “multiple meaning terms”, another reliable parameter, and the most often repeated, because it appears in both petitions, is the term “action”. The use of the parameter of the "false friends" is common in legal texts and not least in these petitions. These petitions present a few false friends but the most repeated is “crime”, again in the petitions for the “change of name”. “Collocations" are one of those features in the four texts present. The petitions analyzed present different types of “collocations patterns” such as noun-noun (birth certificate), noun-preposition (petition for), adjective-noun (parental rights), adverb-adjective (irretrievably broken) and verb-preposition (asking for).

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APPENDIXES

APPENDIX 1

Form 126
(Rev. 1/08)

The Family Court of the State of Delaware

In and For New Castle Kent Sussex County

PETITION FOR GUARDIANSHIP OF A MINOR

Petitioner			2 nd Petitioner (if any)			File Number
Name	D.O.B.		Name	D.O.B.		
Street Address			Street Address			
Apt. or P.O. Box Number			Apt. or P.O. Box Number			
City	State	Zip Code	City	State	Zip Code	
Home Phone Number	Work Phone Number		Home Phone Number	Work Phone Number		
Relation to Child(ren)			Relation to Child(ren)			
Name			Name			
Street Address			Street Address			
Apt. or P.O. Box Number			Apt. or P.O. Box Number			
City	State	Zip Code	City	State	Zip Code	
Respondent			2 nd Respondent (if any)			
Name	D.O.B.		Name	D.O.B.		
Street Address			Street Address			
Apt. or P.O. Box Number			Apt. or P.O. Box Number			
City	State	Zip Code	City	State	Zip Code	
Home Phone Number	Work Phone Number		Home Phone Number	Work Phone Number		
Relation to Children			Relation to Children			
Name			Name			
Street Address			Street Address			
Apt. or P.O. Box Number			Apt. or P.O. Box Number			
City	State	Zip Code	City	State	Zip Code	

Form 126
(Rev. 1/08)

Guardian Ad Litem (if any)			Attorney for Guardian Ad Litem (if any)		
Name			Name		
Street Address			Street Address		
Apt. or P.O. Box Number			Apt. or P.O. Box Number		
City	State	Zip Code	City	State	Zip Code
Home Phone Number		Work Phone Number	Home Phone Number		Work Phone Number

IN THE INTEREST OF THE FOLLOWING CHILD(REN): (Complete the table below for each child for whom guardianship is sought. Attach additional sheets if necessary.)

Child's Name	Child's Date of Birth	Child's Place of Birth (City, State)	Child's Gender (Check one)
_____	_____	_____	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
_____	_____	_____	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
_____	_____	_____	<input type="checkbox"/> Male <input type="checkbox"/> Female

1. Complete the table below regarding the child(ren)'s parents (individuals holding parental rights):

	NAME	Address	Date of Birth	Social Security Number
MOTHER	_____	_____	_____	_____
FATHER	_____	_____	_____	_____

2. If you do not know the name/address of the child(ren)'s mother and/or father, write in the space provided below what you have done to try to locate him/her/they.

I have attached to this Petition the following affidavits:

Affidavit that a Party's Address is Unknown

3. Name(s) of the person(s) or organization holding parental rights of the child(ren):

Address of person(s) or organization:

4. Name(s) of the person(s) or organization having the guardianship, care, control or custody of the child(ren):

Address of person(s) or organization if address is different from address of Petitioner(s):

Professional and Academic Genres in the English Language

Form 126
(Rev. 1/08)

5. Name(s) of the person(s) to whom guardianship shall be vested if this Petition is granted

Address of person(s) or organization
if address is different from address of
Petitioner(s):

6. Proposed guardian(s)' relationship to child(ren) if proposed guardian is NOT the Petitioner: _____

7. Please check all that apply:

- The following child(ren) is/are not yet 14 years of age or older:
OR
- The child(ren) is/are 14 years of age or older and consents to (agree with) this Petition
(Attach Affidavit of Consent executed by each child(ren) who consents) Name(s) of
child(ren) 14 years of age or older who consent(s):

- The child(ren) is/are 14 years of age or older does/do NOT consent to (agree with) this
Petition. Name(s) of child(ren) 14 years of age or older who do NOT consent:

8. I am filing this petition because: (Check ALL that apply)

- The child(ren)'s parent(s) agree that I/we should become the guardian(s) of the child(ren)
(Attach an Affidavit of Consent executed by the parent(s) who agree).
- The child(ren)'s parent(s) are deceased. (Attach a certified copy of the death certificate)
- The child(ren) is/are dependant and/or neglected based on the following reason(s):

WHEREFORE, Petitioner(s) seek appointment as Guardian(s) of the above-named minor child(ren).

_____ Petitioner	_____ Date	_____ 2 nd Petitioner (if any)	_____ Date
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Sworn to subscribed before me:

Sworn to subscribed before me:

_____ Mediator/Notary Public	_____ Date	_____ Mediator/Notary Public	_____ Date
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APPENDIX 2

Petition for Change of Name of Adult

State of South Carolina
 County of _____ Court _____
 Docket No. _____

Name of
 Petitioner: _____ In re: Change of Name of Adult
 From: _____
 To: _____

Petitioner makes the following declaration:

1. Birth Date and Place: Petitioner was born on _____, _____ in _____ [city], _____ [county], _____ [state]. A certified copy of petitioner's birth certificate is attached to this petition.

2. Birth Name: Petitioner was named _____ at birth, and as of the date of this petition, the Petitioner has always been known by that name, with the following exceptions, if any:

 [list all legal names previously held].

3. Residence: Petitioner resides at _____ [insert residential address] and has lived at this address for _____ [insert length of time in months or years at this address].

4. Petitioner's Parents: The father of the Petitioner is named _____, and he resides at _____ [insert residential address of father]. The mother of the Petitioner is named _____, and she resides at _____ [insert residential address of mother].

5. Reason for Name Change: Petitioner seeks to change his or her name to _____ and offers the following reason(s) for seeking to do so:

 _____.

6. Legal and Creditor Status: Petitioner does not have any outstanding judgments, has never been convicted of a crime, and is not involved in any pending legal actions.

7. Additional Declarations: In addition to the foregoing statements, the Petitioner further declares:

[insert additional declarations, if any].

NOW, THEREFORE, the Petitioner requests that the court order the Petitioner's name changed as follows:

From: _____

To: _____

Verification

I, _____ [name of Petitioner], affirm under penalty of perjury that I am the Petitioner in the foregoing Petition to Change Name of Adult and that all statements in this Petition are accurate to the best of my knowledge.

Petitioner's Signature Date

Petitioner's Address, Line 1

Petitioner's Address, Line 2

Subscribed and sworn to before me on this ____ day of _____, 20____.

Notary

APPENDIX 3

PETITION FOR CHANGE OF NAME OF INFANT

County Court, County of _____, State of _____

In the Matter of the Application of _____, an infant, by _____ her only parent, to assume another name

To the County Court of _____ County:

The petition of _____, by _____, one of her parents (or her parents or next friend).

1. _____ is an infant under sixteen years of age and was born in the city of _____ on the _____ day of _____, _____ [date], a child of the above named _____, her father, and _____, her mother, deceased (or, if the mother and father were divorced or if for any other reason are not making a joint application, see optional par 2), as appears from the annexed birth certificate (certificate of record of birth).

[2. _____ died on the _____ day of _____, _____ [date], at _____, _____.]

[2. The marriage of _____ and _____ was dissolved by a judgment of _____ of the _____ court of _____ and entered in the office of the county clerk of _____ county on the _____ day of _____.]

3. _____ now resides and for the past _____ months has resided with her father, _____ and her stepmother, _____, wife of _____, at _____ street, in the city of _____, in the county of _____.

4. _____ proposes to assume another name and the name which she proposes to assume is _____.

5. The grounds for this application for such change of name are as follows: _____.

The birth certificate shows the name _____, but she has always gone by and has been called by the name of _____, she is and has always been registered in school under the name _____, she prefers that name to _____, she is contemplating a trip to _____ and desires that her legal

name conform with the name she has assumed, so that there may be no difficulty respecting passports, visas and the like.

6. _____ is not married and has no children. She is attending the public schools of the city of _____.

7. _____, neither under that name nor under the name of _____, nor under any other name, has ever been convicted of a crime nor adjudicated a bankrupt.

8. There are no judgments or liens of record and no actions pending against _____ in any court of this state or of the United States, or of any governmental subdivision thereof, or elsewhere, whether the court be court of record or not. There are no bankruptcy or insolvency proceedings, voluntary or involuntary, pending against petitioner in any court whatsoever or before any officer, person, body or board having jurisdiction thereof and petitioner has not at any time made an assignment for the benefit of creditors.

9. There are no claims, demands, liabilities or obligations of any kind whatsoever on a written instrument or otherwise against _____ under the only name by which she has been known, which is the name sought herein to be abandoned, and _____ has no creditors who may be adversely affected or prejudiced in any way by the proposed change of name.

10. No previous application for this relief has been made.

Wherefore, _____ prays that an order of this court may be entered granting leave to her to assume the name of _____ in place of that of _____ on a day to be specified therein not less than 30 days after the entry of such order, and for such other and further relief as may be proper.

_____ [date].

_____, Petitioner

[Verification]

APPENDIX 4

IN THE CIRCUIT COURT OF THE _____ JUDICIAL CIRCUIT,
IN AND FOR _____ COUNTY, FLORIDA

Case No.: _____
Division: _____

Husband,
and

Wife.

PETITION FOR SIMPLIFIED DISSOLUTION OF MARRIAGE

We, *{full legal name}* _____, Husband,
and *{full legal name}* _____, Wife,
being sworn, certify that the following information is true:
[fill in **all** blanks]

1. We are both asking the Court for a dissolution of our marriage.
2. Husband lives in *{name}* _____ County, *{state}* _____, and has lived there since *{date}* _____. Wife lives in *{name}* _____ County, *{state}* _____, and has lived there since *{date}* _____.
3. We were married to each other on *{date}* _____ in the city of *{city}* _____ in state of *{state}* _____, or country of *{country}* _____.
4. Our marriage is irretrievably broken.
5. Together, we have no minor (under 18) or dependent children **and** the wife is not pregnant.
6. We have made a marital settlement agreement dividing our assets (what we own) and our liabilities (what we owe). We are satisfied with this agreement. Our marital settlement agreement, Florida Family Law Rules of Procedure Form 12.902(f)(3), is attached. This agreement was signed freely and voluntarily by each of us and we intend to be bound by it.
7. We have each completed and signed financial affidavits, Florida Family Law Rules of Procedure Forms 12.902(b) or (c), which are attached to this petition.
8. Completed Notice of Social Security Number forms, Florida Supreme Court Approved Family Law Form 12.902(j), are filed with this petition.
9. [**one** only] () yes () no Wife wants to be known by her former name, which was *{full legal name}* _____.
10. We each certify that we have not been threatened or pressured into signing this petition. We each understand that the result of signing this petition may be a final judgment ending our marriage and allowing no further relief.
11. We each understand that **we both must come to the hearing** to testify about the things we are asking for in this petition.

- 12. We understand that we each may have legal rights as a result of our marriage and that by signing this petition we may be giving up those rights.
- 13. We ask the Court to end our marriage and approve our marital settlement agreement.

I understand that I am swearing or affirming under oath to the truthfulness of the claims made in this petition and that the punishment for knowingly making a false statement includes fines and/or imprisonment.

Dated: _____

Signature of HUSBAND
Printed Name: _____
Address: _____
City, State, Zip: _____
Telephone Number: _____
Fax Number: _____

STATE OF FLORIDA
COUNTY OF _____

Sworn to or affirmed and signed before me on _____ by _____.

NOTARY PUBLIC or DEPUTY CLERK

[Print, type, or stamp commissioned name of notary or deputy clerk.]

____ Personally known
____ Produced identification
____ Type of identification produced

I understand that I am swearing or affirming under oath to the truthfulness of the claims made in this petition and that the punishment for knowingly making a false statement includes fines and/or imprisonment.

Dated: _____

Signature of WIFE
Printed Name: _____
Address: _____
City, State, Zip: _____
Telephone Number: _____
Fax Number: _____

STATE OF FLORIDA
COUNTY OF _____

Sworn to or affirmed and signed before me on _____ by _____.

NOTARY PUBLIC or DEPUTY CLERK

[Print, type, or stamp commissioned name of notary or deputy clerk.]

- Personally known
- Produced identification
- Type of identification produced

IF A NONLAWYER HELPED YOU FILL OUT THIS FORM, HE/SHE MUST FILL IN THE BLANKS BELOW: [fill in all blanks]

I, *{full legal name and trade name of nonlawyer}* _____,
a nonlawyer, located at *{street}* _____, *{city}* _____,
{state} _____, *{phone}* _____, helped *{name}* _____.
[**one** only] () Husband () Wife **or** () both, fill out this form.