Academic Writing for Doctoral Research, focus on Digital Humanities2
Modena, 28/11/25

Professional Writing of Journal Articles: Global Principles & Practices for Non-Native PhD Students

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1. Introduction: practices in the discourse community

"global" = across disciplines, universities and first languages/"non-native"

"professional" = "community-specific practices"
are developing into conventions, expectations, finally guidelines in handbooks etc.
→ make choices easier for readers/customers,

→ make reading faster,

→ novices need to know,

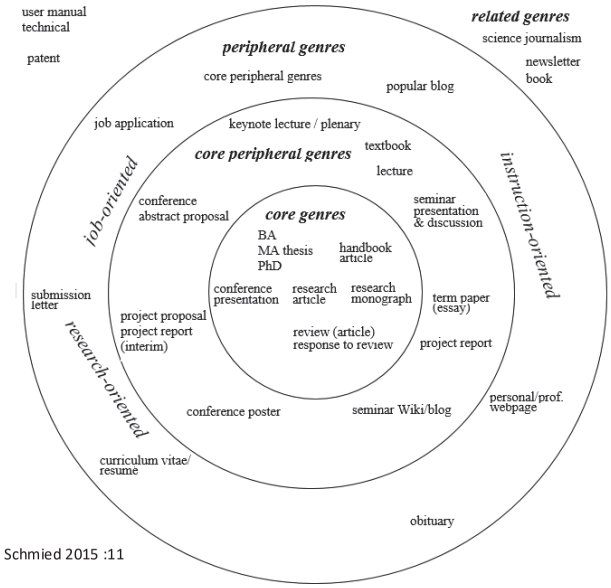
in academic writing nobody is native!
even more:
native conventions may not be functional and
thus may be "expanded", sub-rules "neglected", "simplified",
etc. without risking comprehensibility
(e.g. relative constructions, articles)

"academic" = research-based
at least at "novice"/university level (C1?)
NOT argumentative essay writing in practical language teaching/learning,

1. Introduction: genre specialist definition (handbook/textbook)

(1) Genres are recognizable communicative events, characterized by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which they regularly occur.
(2) Genres are highly structured and conventionalised constructs, with constraints on allowable contributions not only in terms of the intentions one would like to give expression to and the shape they often take, but also in terms of the lexico-grammatical resources one can employ to give discoursal values to such formal features.
(3) Established members of a particular professional community will have a much greater knowledge and understanding of the use and exploitation of genres than those who are apprentices, new members or outsiders.
(4) Although genres are viewed as conventionalised constructs, expert members of the disciplinary and professional communities often exploit generic resources to express not only 'private' but also organizational intentions within the constructs of 'socially recognized communicative purposes'.
(5) Genres are reflections of disciplinary and organizational cultures, and in that sense, they focus on social actions embedded within disciplinary, professional and other institutional practices.
(6) All disciplinary and professional genres have integrity of their own, which is often identified with reference to a combination of textual, discursive and contextual factors. (Bhatia 2004: 23)

1. Introduction: academic genres



Schmied 2015 :11

1. Introduction: genres in the academic research cycle

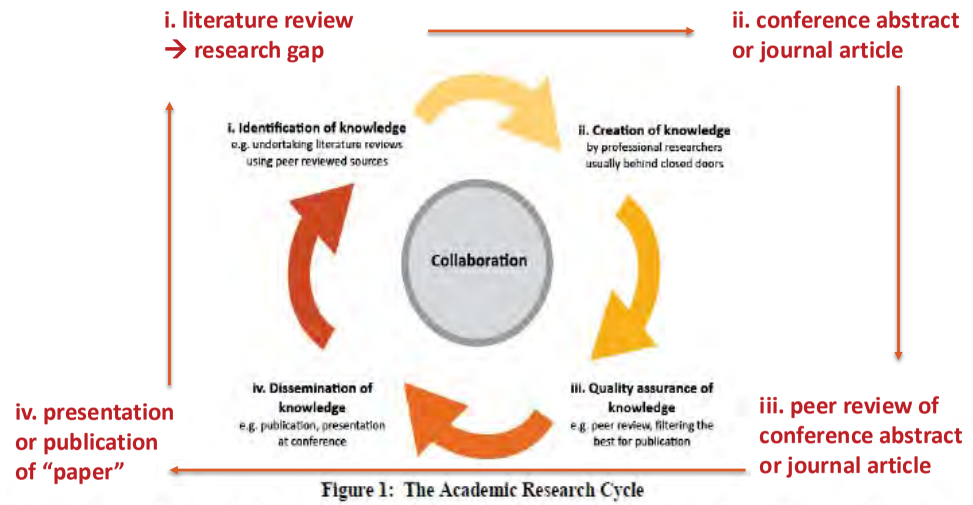
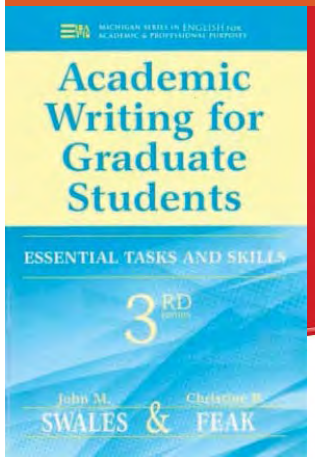
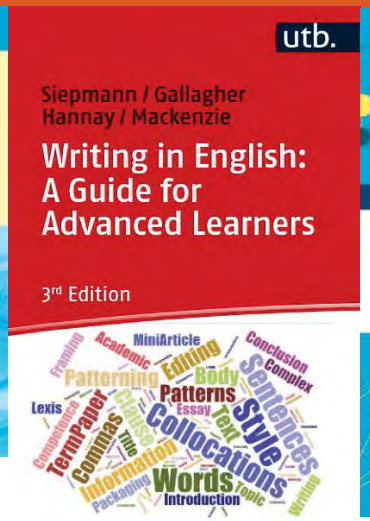


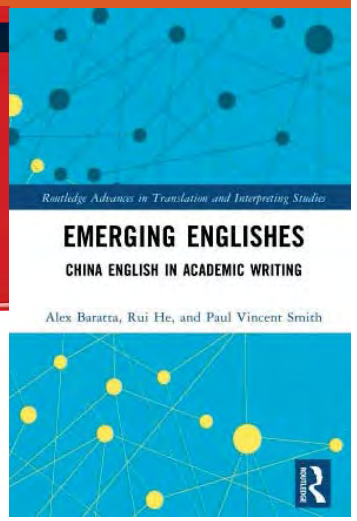
Figure 1: The Academic Research Cycle

(Image from: Cann, A., Dimitriou, K. & Hooley, T. (2011) Social Media: A Guide for Researchers. London: Research Information Network p.15.)

1. Introduction: academic writing standard literature

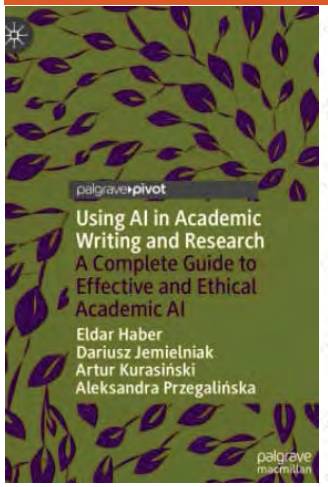






more specific advice from
publishers: https://www.elsevier.com/researcher/author/submit-your-paper
"experts": "How to Publish a Research Paper: Insider Tricks Every Researcher Must Know"

1. Introduction: academic writing standard literature



- **The Evolution of AI**: A historical overview of artificial intelligence, from early symbolic models to the deep learning revolution that enabled today's generative AI (Chap. 2).
- **AI for Research**: How generative AI assists in literature reviews, hypothesis generation, and conceptual development, while also raising concerns about bias and intellectual integrity (Chap. 3).
- **Writing and Publishing**: The role of AI in drafting research papers, structuring arguments, and streamlining the academic publication process (Chap. 4).
- **Data Management and Analysis**: The integration of AI in structuring, cleaning, and interpreting large datasets, reducing manual workloads and enabling new forms of discovery (Chap. 5).
- **Presentation and Dissemination**: How AI enhances academic presentations, public engagement, and the visualization of complex research findings (Chap. 6).
- **Future Trends**: Speculative but evidence-based insights into how AI might continue to shape academia in the coming years (Chap. 7).
- **Practical Tips and Resources**: Guidance on leveraging AI effectively while maintaining scholarly rigor and critical thinking (Chap. 8).

2. Concepts: Wikipedia: scholarly/journal/research writing

https://en.wikipedia.org/wiki/Academic_publishing#Scholarly_paper (25/11/27)

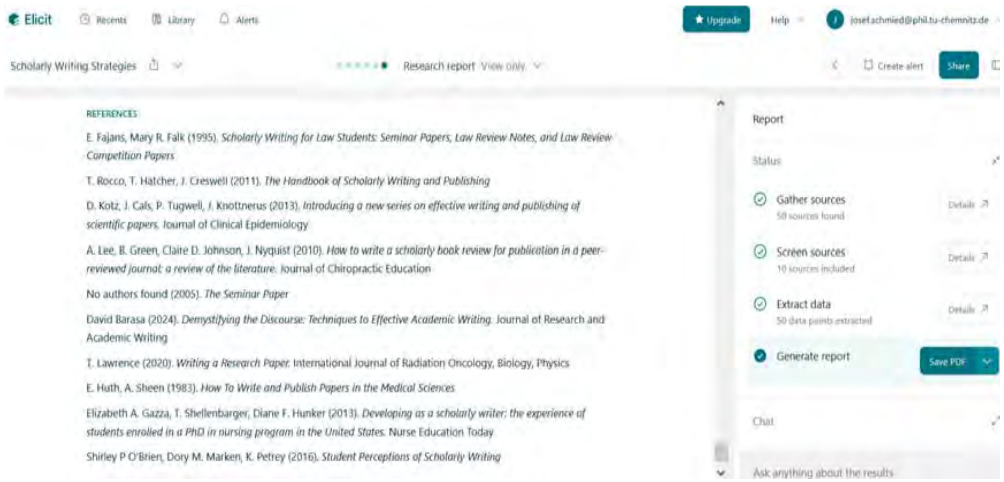
Scholarly paper [edit]

See also: Scientific literature § Scientific article, and Academic journal § Scholarly articles

In academic publishing, a paper is an academic work that is usually published in an academic journal. It contains original research results or reviews existing results. Such a paper, also called an article, will only be considered valid if it undergoes a process of peer review by one or more ***referees*** (who are academics in the same field) who check that the content of the paper is suitable for publication in the journal. A paper may undergo a series of reviews, revisions, and re-submissions before finally being accepted or rejected for publication. This process typically takes several months. Next, there is often a delay of many months (or in some fields, over a year) before an accepted manuscript appears.[33] This is particularly true for the most popular journals where the number of accepted articles often outnumbers the space for printing. Due to this, many academics self-archive a 'preprint' or 'postprint' copy of their paper for free download from their personal or institutional website.[citation needed]

Some journals, particularly newer ones, are now published in electronic form only. Paper journals are now generally made available in electronic form as well, both to individual subscribers, and to libraries. Almost always these electronic versions are available to subscribers immediately upon publication of the paper version, or even before; sometimes they are also made available to non-subscribers, either immediately (by open access journals) or after an embargo of anywhere from two to twenty-four months or more, in order to protect against loss of subscriptions. Journals having this delayed availability are sometimes called delayed open access journals. Ellison in 2011 reported that in economics the dramatic increase in opportunities to publish results online has led to a decline in the use of peer-reviewed articles.[34]

3. Scientific Journals: ask elicit



3. Scientific Journals advice: Journal of the Medical Library Association

EDITORIAL

How to write an original research paper (and get it published)

I. Diane Cooper, AHIP

See end of article for author's affiliation.

DOI: http://dx.doi.org/10.3163/1536-5050.103.2.001

The purpose of the *Journal of the Medical Library Association (JMLA)* is more than just archiving data from librarian research. Our goal is to present research findings to end users in the most useful way. The "Knowledge Transfer" model, in its simplest form, has three components: creating the knowledge (doing the research), translating and transferring it to the user, and incorporating the knowledge into use. The *JMLA* is in the middle part, transferring and translating to the user. We, the *JMLA*, must obtain the information and knowledge from researchers and then work with them to present it in the most useable form. That means the information must be in a standard acceptable format and be easily readable.

There *is* a standard, preferred way to write an original research paper. For format, we follow the IMRAD structure. The acronym, IMRAD, stands for

can evaluate the persuasiveness of your study. Describe the steps you took, as in a recipe, but be wary of too much detail. If you are doing qualitative research, explain how you picked your subjects to be representative.

You may want to break it into smaller sections with subheadings, for example, context: when, where, authority or approval, sample selection, data collection (how), follow-up, method of analysis. Cite a reference for commonly used methods or previously used methods rather than explaining all the details. Flow diagrams and tables can simplify explanations of methods.

You may use first person voice when describing your methods.

Results

3. Scientific Journals advice: Journal of Marketing 2021: 1

Article

AMERICAN MARKETING ASSOCIATION

Journal of Marketing
1-16

DOI: 10.1177/00222429211003560
journals.sagepub.com/home/jmx
SAGE

Marketing Ideas: How to Write Research Articles that Readers Understand and Cite

Nooshin L. Warren, Matthew Farmer, Tianyu Gu, and Caleb Warren

Abstract

Academia is a marketplace of ideas. Just as firms market their products with packaging and advertising, scholars market their ideas with writing. Even the best ideas will make an impact only if others understand and build on them. Why, then, is academic writing often difficult to understand? In two experiments and a text analysis of 1,640 articles in premier marketing journals, this research shows that scholars write unclearly in part because they forget that they know more about their research than readers, a phenomenon called "the curse of knowledge." Knowledge, or familiarity with one's own research, exacerbates three practices that make academic writing difficult to understand: abstraction, technical language, and passive writing. When marketing scholars know more about a research project, they use more abstract, technical, and passive writing to describe it. Articles with more abstract, technical, and passive writing are harder for readers to understand and are less likely to be cited. The authors call for scholars to overcome the curse of knowledge and provide two tools—a website (writingclaritycalculator.com) and a tutorial—to help them recognize and repair unclear writing so they can write articles that are more likely to make an impact.

Keywords

citations, methods, readability, relevance, text analysis, writing

3. Scientific Journals advice: Journal of Marketing 2021: 5

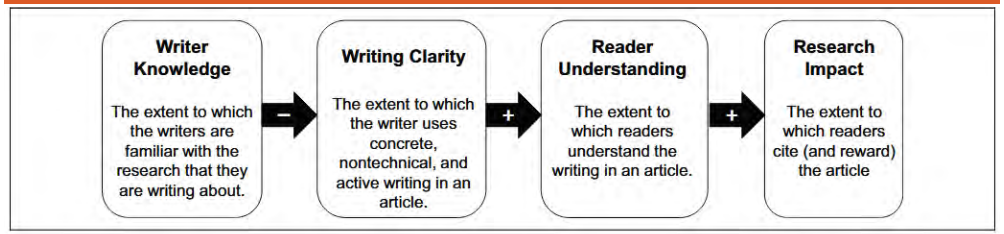


Figure 1. Conceptual model and predictions.

Study 1: Which Articles Do Marketing Scholars Understand?
Study 2: Do Articles with Clear Writing Make a Larger Impact?
Study 3: Knowledge Makes Writers More Confident but Less Clear

Myth 1: academic articles are not intended for a broad audience.
Myth 2: unclear writing impresses readers.
Myth 3: scholars already know to avoid abstract, technical, and passive writing.

First, scholars should ask someone else to read their writing.

Second, scholars can check the extent to which their writing uses abstraction, technical language, and passive writing.

Third, scholars need to better understand how to spot, and when to fix, abstract, technical, and passive writing.

3. Scientific Journals advice: Journal of Cancer Education

Journal of Cancer Education
https://doi.org/10.1007/s13187-020-01751-z

How to Write and Publish a Research Paper for a Peer-Reviewed Journal

Clara Busse[1] · Ella August[1]

Abstract
Communicating research findings is an essential step in the research process. Often, peer-reviewed journals are the forum for such communication, yet many researchers are never taught how to write a publishable scientific paper. In this article, we explain the basic structure of a scientific paper and describe the information that should be included in each section. We also identify common pitfalls for each section and recommend strategies to avoid them. Further, we give advice about target journal selection and authorship. In the appendix, we provide an example of a high-quality scientific paper, with annotations identifying the elements we describe in this article.

Keywords Manuscripts · Publishing · Scientific writing

3. Scientific Journals advice: Journal of Cancer Education

Fig. 1 The main elements of the introduction section of an original research article. Often, the elements overlap

Fig. 2 Major elements of the discussion section of an original research article. Often, the elements overlap

3. Scientific Journals: a

Do teachers spot AI? Evaluating the detectability of AI-generated texts among student essays

Johanna Fleckenstein[a,b,*], Jennifer Meyer[b], Thorben Jansen[b], Stefan D. Keller[c], Olaf Köller[b], Jens Möller[d]

Statements on open data a

This study was not preregistered. All data and syntax are available from the first author upon request. The data collection and processing adhered to the EU General Data Protection Regulation (GDPR). Participants gave their consent before participating in the study. They were informed of their right to withdraw their data at any time.

CRediT authorship contribution statement

Johanna Fleckenstein: Conceptualization, Data curation, Formal analysis, Investigation, Writing – original draft, Writing – review & editing. **Jennifer Meyer:** Conceptualization, Writing – review & editing. **Thorben Jansen:** Conceptualization, Writing – review & editing. **Stefan D. Keller:** Resources, Writing – review & editing. **Olaf Köller:** Conceptualization, Resources, Writing – review & editing. **Jens Möller:** Conceptualization, Investigation, Resources, Writing – review & editing.

Declaration of generative AI and AI-assisted technologies in the writing process

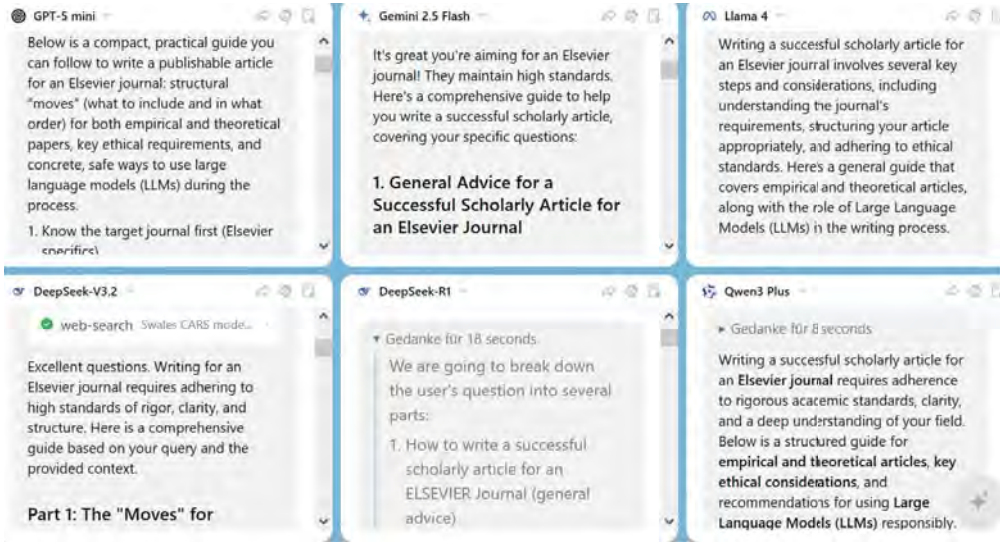
During the preparation of this work, the authors used GPT-4 from OpenAI in order to improve language and readability. After using this tool/service, the authors reviewed and edited the content as needed. The authors take full responsibility for the content of the publication.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

4. LLM advice: ask basic LLM

How can I write a successful scholarly article for an ELSEVIR Journal? Which MOVES do I have to include for an empirical and a theoretical article? Which ethical considerations are important? How can I use LLMs to assist me?



4. LLM advice: gpt5-mini, journal + MOVES

Below is a compact, practical guide you can follow to write a publishable article for an Elsevier journal: structural "moves" (what to include and in what order) for both empirical and theoretical papers, key ethical requirements, and concrete, safe ways to use large language models (LLMs) during the process.

1. Know the target journal first (Elsevier specifics)
- Read the journal's Aims & Scope, recent articles, and author instructions (word count, reference style, template, required sections such as Graphical Abstract, Highlights).
- Check editorial board and the types of articles they publish (empirical, theoretical, review, short communication).
- Follow discipline-specific reporting guidelines (e.g., CONSORT, PRISMA, STROBE, ARRIVE) if applicable.
- Prepare additional Elsevier-required items: structured abstract, highlights (bullet points), keywords, data availability statement, conflict-of-interest statement, funding statement, and recommended reviewers if requested.

2. High-level rhetorical model: Swales' CARS adapted for research articles
Use the Create-A-Research-Space (CARS) approach in the Introduction, adapted to your discipline:
- Move 1 — Establish territory: describe the broad topic and why it matters; cite key work.
- Move 2 — Establish a niche: identify a gap, limitation, inconsistency, or under-explored question in prior work.
- Move 3 — Occupy the niche: state your purpose, research question(s), hypotheses or contributions, and summarize approach and main findings (brief roadmap).

3. Concrete "moves" for an empirical article
Use a canonical IMRaD structure (Introduction, Methods, Results, and Discussion) and include these specific moves:

4. LLM advice: gpt5-mini, responsibility

5. Reporting quality and reproducibility (applies to both kinds)
- Pre-registration (empirical): preregister hypotheses and analysis plan (OSF, ClinicalTrials.gov).
- Reproducible code and data: share scripts and cleaned datasets; document environment (software versions, package versions).
- Transparent reporting: include sample size calculations, effect sizes, CIs, exact p-values, and how missing data were handled.
- Use checklists appropriate to your study type and report adherence in the manuscript or a supplemental file.

6. Key ethical considerations
- Authorship and contributorship: follow ICMJE or discipline norms — only list people who made substantial contributions, and include a CRediT (Contributor Roles Taxonomy) statement if possible.
- Plagiarism and self-plagiarism: ensure all text and figures are original or properly cited; don't recycle large chunks from your prior work without citation and justification. Use plagiarism checks before submission if available.
- Human subjects: obtain IRB/ethics approval, informed consent, and report this in Methods; anonymize personal data.

...

4. LLM advice: gpt5-mini, checklist + LLM statements!

10. Quick checklist before submission
- Article fits aims & scope; title + abstract tight and informative.
- Highlights, graphical abstract (if required) prepared.
- All ethical approvals and consent statements included.
- Data availability statement and any repository links included.
- All co-authors reviewed and approved final manuscript; authorship order agreed.
- Funding and COI statements complete.
- Figures and tables meet resolution and format specs.
- Cover letter tailored to the editor; suggested reviewers if requested.
- Spell-check and language editing done; consider professional editing if English is not your first language.

11. Short examples of statements to include about LLM use (adapt as needed)
- "We used a large language model (GPT-style) to help rewrite and copyedit portions of the Introduction and Methods for clarity. All scientific content, data analyses, and interpretations were created and verified by the authors. The authors reviewed and edited all model-generated text."
- If you used an LLM for code: "Example analysis scripts were generated with LLM assistance and then reviewed and executed by the authors. The final results were produced by the authors' validated scripts."

4. LLM advice: gpt5-mini, final reminders

Final reminders
- Quality of idea and rigor of evidence matter most. A clear, novel contribution with transparent methods and ethical compliance gives you the best chance.
- Use LLMs as accelerants, not substitutes, for intellectual work. Document and verify everything.

If you want, I can:
- Draft a manuscript outline tailored to your study (empirical or theoretical) if you give topic, aims, and methods.
- Produce example text for the Introduction, Methods, or a response-to-reviewers template.
- Create concrete prompts and a small workflow for safe LLM use in your project.

Which would you like to do next?

4. LLM advice: Gemini 2.5 flash, MOVES empirical article

a) Empirical Article Structure (IMRaD is standard)

- **Title**: Informative and attractive, containing keywords.
- **Authors & Affiliations**.
- **Abstract**: A concise summary covering the problem, methods, key results, and conclusions. Often structured.
- **Keywords**: For indexing and searchability.
- **Introduction**:
  - **Background/Literature Review (Move 1 CARS)**: Provide context, establish the importance of your research area, and review relevant existing literature.
  - **Problem Statement/Gap (Move 2 CARS)**: Clearly identify what is unknown, unresolved, or contradictory in the literature that your research addresses.
  - **Research Question(s) / Hypotheses / Aims (Move 3 CARS)**: State your specific research questions, hypotheses, or the aims of your study.
  - **Contribution/Significance**: Briefly explain what your study adds to the existing knowledge.
- **Methods**:
  - **Research Design**: Clearly state the overall approach (e.g., experimental, survey, qualitative).
  - **Participants/Materials**: Describe your study population or materials used.
  - **Data Collection**: Detail how data was gathered, including instruments, procedures, and ethical approvals.
  - **Data Analysis**: Explain the statistical or analytical techniques used.
  - **Reproducibility**: Provide enough detail for a competent researcher to replicate your work.
- **Results**:
  - **Presentation of Findings**: Present your findings clearly and concisely, typically using tables, figures, and descriptive text.
  - **Objective Reporting**: Report results without interpretation or discussion.
  - **Statistical Significance**: Include relevant statistical analyses.

4. LLM advice: Gemini 2.5 flash, MOVES empirical article

- **Discussion**:
  - **Interpretation**: Explain what your results mean in relation to your research questions/hypotheses.
  - **Comparison with Literature**: Relate your findings to previous research (both supporting and contradicting).
  - **Implications**: Discuss the theoretical and practical implications of your findings.
  - **Limitations**: Acknowledge the limitations of your study.
  - **Future Research**: Suggest directions for future work.
- **Conclusion**: Summarize the main findings and their significance.
- **Acknowledgements**:
- **References**:
- **Appendices (Optional)**: Supplementary materials.

4. LLM advice: Gemini 2.5 flash, MOVES theoretical article

b) Theoretical Article Structure

While also using IMRaD as a general framework, theoretical articles often have different section headings and a stronger emphasis on conceptual development.

- **Title**: Clear and indicative of the theoretical contribution.
- **Authors & Affiliations**.
- **Abstract**: Summarizes the theoretical argument, key concepts, and implications.
- **Keywords**.
- **Introduction**:
  - **Background/Problem Context (Move 1 CARS)**: Introduce the theoretical domain and relevant existing theories.
  - **Gap/Need for New Theory (Move 2 CARS)**: Articulate the limitations of current theories or the conceptual problem your article addresses.
  - **Purpose/Theoretical Contribution (Move 3 CARS)**: Clearly state the aim of the article – e.g., to propose a new theory, refine an existing one, develop a conceptual framework, or synthesize disparate theoretical perspectives.
- **Literature Review / Theoretical Background**: This section is often more extensive than in empirical papers.
  - **Critique of Existing Theories**: Analyze and critically evaluate relevant theories, highlighting their strengths and weaknesses concerning the problem at hand.
  - **Foundation**: Establish the theoretical groundwork upon which your new contribution will be built.

4. LLM advice: Gemini 2.5 flash, MOVES theoretical article

- **Theory/Framework Development (Replaces Methods/Results)**: This is the core of a theoretical paper.
  - **Conceptual Definitions**: Clearly define all key concepts.
  - **Propositions/Arguments**: Present your new theory or framework, outlining its core propositions, assumptions, and relationships between concepts.
  - **Illustrations/Models**: Use diagrams, models, or flowcharts to visually represent the theory (though be careful with image generation tools for these).
  - **Derivation/Logic**: Explain the logical derivation of your theoretical claims, providing strong arguments and evidence from existing literature where appropriate.
- **Discussion**:
  - **Implications**: Discuss the theoretical implications of your proposed framework (how it changes understanding in the field).
  - **Practical Relevance**: Explain how the theory might be applied or inform practice.
  - **Comparison**: Contrast your theory with others, highlighting its unique contributions and advancements.
  - **Limitations**: Acknowledge the boundaries or potential weaknesses of your theoretical work.
  - **Future Research**: Suggest empirical studies or further theoretical development inspired by your work.
- **Conclusion**: Summarize the main theoretical contribution and its overall significance.
- **Acknowledgements**.
- **References**.

4. LLM advice: Deepseek R1, MOVES empirical

MOVES for Empirical Articles (Data-Driven)

Follow the classic **IMRaD + Abstract/Conclusion** structure. Key "MOVES" (mandatory sections/elements):

Section	Core Content & Moves	Elsevier-Specific Tips
Title/Abstract	Concise title (<15 words); structured abstract (Background, Methods, Results, Conclusions) with keywords.	Use MeSH terms; limit 250 words.
Introduction	Problem statement, literature gap, objectives/RQs (e.g., RQ_1 : Does X predict Y?).	Cite 20-30 recent sources; end with hypothesis.
Methods	Design (e.g., RCT, survey), sample (n =, power analysis), materials, procedure, analysis (e.g., ANOVA, $p < 0.05$).	PRISMA/STROBE/CONSORT checklists; include software (R/SPSS).
Results	Raw findings first, then stats (tables/figures); effect sizes (Cohen's d).	Max 6-8 figures; caption self-contained.
Discussion	Interpret vs. literature/hypotheses; limitations; implications.	Avoid new data; link to SDGs if relevant.
Conclusion	Key takeaways, future work.	No repetition.
References/ Supp.	50-100 refs; data availability statement.	DOI-required; upload to Mendeley Data.

4. LLM advice: Deepseek R1, MOVES theoretical

MOVES for Theoretical Articles (Conceptual/Model-Based)

Less rigid; focus on **logic synthesis** and **propositions**. Common structure:

Section	Core Content & Moves	Elsevier-Specific Tips
Title/Abstract	Descriptive title; highlight model/propositions.	Emphasize "framework" or "review."
Introduction	Domain overview, theoretical gaps, contribution (e.g., new typology).	Systematic lit review justification (PRISMA-ScR).
Literature Review	Thematic synthesis; gap map (table).	80+ sources; use bibliometric tools if quantitative.
Conceptual Model	Propositions (e.g., P_1 : A → B moderated by C); visuals (path diagrams).	Use Draw.io/Mermaid for figures.
Discussion/ Implications	Boundary conditions; testable hypotheses; theory/practice contributions.	Multi-paradigm if interdisciplinary.
Conclusion	Synthesis, research agenda.	Call for empirical tests.

Pro Tip: Both types need **visual abstracts** (infographic summary) for many journals.

4. LLM advice: Deepseek 3-2, “responsible” LLM use

Part 3: Using LLMs (Like Me) as a Responsible Assistant

You can use me effectively throughout the writing process, but you must remain the intellectual driver.

DO use me for:

- **Brainstorming and Outlining:** "Generate an outline for an empirical article on [your topic] following the IMRaD structure."
- **Paraphrasing and Summarizing:** "Help me rephrase this paragraph to be more concise." or "Summarize the key points of this theoretical debate."
- **Identifying Rhetorical Moves:** "Analyze this introduction I wrote. Which moves of the CARS model does it cover?"
- **Improving Language and Clarity:** "Improve the clarity and academic tone of this sentence: [your sentence]."
- **Formatting References:** "Convert this reference into APA 7th edition style."
- **Preparing a Submission Letter:** "Draft a cover letter to the editor of [Journal Name] for my article titled [Your Title]."

DO NOT use me for:

- **Generating original data, analysis, or interpretations.** The core intellectual contributions must be yours.
- **Writing the entire manuscript.** This would be unethical and would likely result in a poor-quality, generic paper.
- **Making up citations.** I can suggest well-known authors or theories in a field, but you must verify and read the sources yourself.

4. LLM advice: Deepseek R, ethics

Elsevier permits AI tools **with human oversight—you remain accountable**. Disclose in Methods/ Acknowledgments (e.g., "Grok assisted with language polishing").

LLM Use Case	Do's	Don'ts
Literature/ Ideas	Gap brainstorming; summarize PDFs.	Fabricate citations (verify all).
Structuring	Generate outlines; suggest IMRaD flow.	Copy-paste sections.
Writing/Editing	Grammar/style (e.g., via Grammarly AI); paraphrase.	Generate results/discussion.
Figures	Prompt for prompts (e.g., "Suggest LaTeX for path model").	Auto-generate data visuals.
Analysis	Code snippets (Python/R).	Interpret stats/models.

Workflow Example:

1. Outline manually → LLM refines.
2. Draft → LLM polishes → Human edits 100%.
3. Check: "Does this reflect my expertise?"

Resources:

- Elsevier Author Hub: www.elsevier.com/authors.
- Researcher Academy (free courses): Ethics, writing modules.
- Templates: Journal-specific on ScienceDirect.

Aim for clarity, brevity, and impact—revise 5-10x. Good luck! 🚀

4. LLM advice: Qwen3

Using LLMs to Assist You (e.g., Qwen3)

LLMs can streamline writing but must not replace critical thinking or verification. Key roles:

1. **Outlining**:
   - Use LLMs to brainstorm sections or organize thoughts (prompt: "Outline an article on [topic] for an Elsevier journal").
2. **Literature Review**:
   - Query for recent papers or summaries (e.g., "Summarize recent advances in [topic] from 2020–2025"), but validate with **Web of Science** or **Scopus**.
3. **Formatting Checks**:
   - Ask for LaTeX code suggestions or style revisions (e.g., "Convert this sentence to formal academic language").
4. **Drafting**:
   - Generate initial drafts for method sections or theoretical explanations (e.g., "Explain the difference between [theory A] and [theory B]"), then refine with domain expertise.
5. **Language and Clarity**:
   - Use LLMs to improve non-native English grammar or sentence structure (avoid over-reliance to preserve voice).

5. My advice: Scientific discourse in the communities

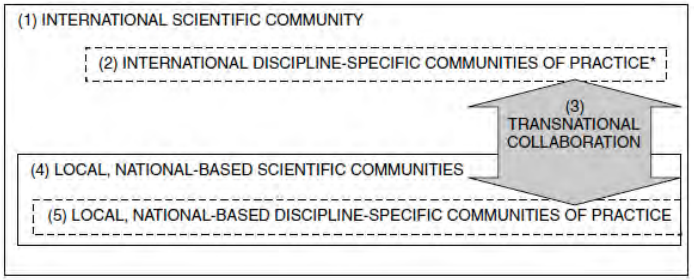


FIGURE 3.2 Proposed social framing context for scientific discourse

Figure from Pérez-Llantada (2012)

5 My advice: levels of Academic (career) Writing / EAP functions

Student EAP: "digesting" research
incl. independent search for appropriate information, its critical evaluation and media-specific presentation
prototype genre: "paper" (1-5,000 words)
BA/MA thesis? (20-30,000 words)

Doctoral EAP: "developing" research
national?
incl. a long-term independent research agenda and presentation of result of a sophisticated innovative project
with subject-specific conventions (MLA, ASA/APA)
prototype genre: PhD thesis (100,000- words?)

Research EAP: participating in research discourse
international
incl. peer-review procedures and the corresponding discourse
with subject- and journal-specific conventions
prototype genre: research article (5,000-20,000 words)

5. My advice: writing processes

macro- → meso- → micro-level
chapter/section paragraph sentence

writing as a process:
planning – writing/drafting – editing/reviewing/proofreading
"*Don't hand in your first draft*!"
time 20% 40% 40%

writing as a result (e.g. BA/MA/PhD thesis of 40+/60+/200+ pages):
introduction – main body – conclusion
length 20% 60% 20%

5. My advice: metadiscourse management

= language about language/discourse, i.e.
information management/reader guidance beyond the plain proposition

from concept to language:

- "global text management", argumentation structure (see Schmied 2018)
  IMRaD -> paragraphing -> cohesion (*thus*, *conclude*)
- "local" text management",
  text cohesion --> cognitive coherence (*first*, *then*)
- writer - reader "interaction", incl. address (*you*, *we*)
- writer commitment to the truth value/reliability …
  esp. hedging, (epistemic) modal aux/adv. (see also Gao 2012)
  (… *may contribute*, *may be correct*, … *arguably*)
- occasionally boosting (*certainly*, *in fact*)

From a social constructionist point of view,
'writing is always a personal and socio-cultural act of identity whereby writers both signal their membership in a range of communities, as well as express their own creative presence' (Hyland 2006: 35; etc.).

5. My advice: Global argumentative organisation, rhetorical moves

IMRAD

From Wikipedia, the free encyclopedia

In scientific writing, **IMRAD** or **IMRaD** (/ˈɪmræd/) (**Introduction, Methods, Results, and Discussion**)[1] is a common organizational structure (a document format). IMRaD is the most prominent norm for the structure of a scientific journal article of the original research type.[2]

Contents [show]

spreading from natural sciences into social sciences, humanities, arts ?

Overview [edit]

Original research articles are typically structured in this basic order[3][4][5]

- Introduction – Why was the study undertaken? What was the research question, the tested hypothesis or the purpose of the research?
- Methods – When, where, and how was the study done? What materials were used or who was included in the study groups (patients, etc.)?
- Results – What answer was found to the research question; what did the study find? Was the tested hypothesis true?
- Discussion – What might the answer imply and why does it matter? How does it fit in with what other researchers have found? What are the perspectives for future research?

Fig.1: Wineglass model for IMRaD structure. The above scheme

5. My advice: revised IMRAD structure with (meta-)discourse indicators

structure	substructure (tactical alternative)	key lexemes/phrases (as indicators)
A = abstract	keywords in context	*focus, discuss, approach*
I = issue	new	*not enough research yet*
	relevant	*important, academic discourse, practical application*
	focussed	*concentrate, emphasise, purpose*
M = methodology	previous research, i.e. lit. review incl. evaluation	*concept developed, review, refer to, proceed to, claim*
	hypotheses possible?	*research question*
	data base	*corpus, data collection*
	tests/procedure	*calculate*
A = analysis	examples as evidence	*illustrate, show, prove*
	statistical tables as summaries	*table, figure, diagram, graph, bar*
	significance to generalise	*significant, chi²*
C = conclusion	summary	*in conclusion, finally/at last, we have shown, discussed above*
	interpretation	*this proves that*
	contextualisation	*in a wider perspective, apply*
	limitations	*more data, beyond the scope*
	outlook	*further research is necessary, predict, dissemination/application of results*

5. My advice: Structural consistency & coherence

5.1 Global/Macro-level consistency

5.1.1 Title, abstract, key words
must be consistent in themselves and the complete text

5.1.2 Research Questions/Hypotheses
must be developed at the beginning and taken up again consistently at the end

5.1.3 All literature references (NOT "bibliography"!)
must be developed as necessary in the text

5.2 Micro-level consistency

all cohesive devices

5. My advice: Structural consistency & cohesion

Cohesion (linguistics) https://en.wikipedia.org/wiki/Cohesion_(linguistics) (25/11/27) 21 languages

Article Talk Read Edit View history Tools

From Wikipedia, the free encyclopedia

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence.

There are two main types of cohesion:

- **grammatical cohesion**: based on structural content
- **lexical cohesion**: based on lexical content and background knowledge.

A cohesive text is created in many different ways. In *Cohesion in English*, M.A.K. Halliday and Ruqaiya Hasan identify five general categories of cohesive devices that create coherence in texts: reference, ellipsis, substitution, lexical cohesion and conjunction.

Referencing [edit]

There are two referential devices that can create cohesion:

- Anaphoric reference occurs when the writer refers back to someone or something that has been previously identified, to avoid repetition. Some examples: replacing "the taxi driver" with the pronoun "he" or "two girls" with "they". Another example can be found in formulaic sequences such as "as stated previously" or "the aforementioned".
- Cataphoric reference is the opposite of anaphora: a reference forward as opposed to backward in the discourse. Something is introduced in the abstract before it is identified. For example: "Here he comes, our award-winning host... it's John Doe!" Cataphoric references can also be found in written text.

6. Conclusion: Global practices?

Academic English is an accessible and useful topic for research novices
global metadiscourse conventions can be learnt easily and inductively

- relatively little specific literature on writing scholarly/research papers, more expert advice than research (Zou, Kong & Lee 2025) …
- LLMs offer detailed and current information and assistance

issues:

- Can a global, analysis-based perspective help non-native-speakers?
  - objective – subjective?
  - frequency + attitudes?!
- Are conventions becoming more and more similar because of Anglo-American dominance (gate keepers and guidebook publications; "hegemony" Biesta et al. 2025)?
- Can we establish an academic *lingua franca* norm on a functional basis? – even against Anglo-American traditions?
- How much culture-specific divergence do we accept in research English?
- Which features do we want to reduce (redundancy) or increase (explicitness)?

Remember there are no native speakers/writers of Academic English!

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