

2015 International Symposium on Academic Writing across Disciplines
and Mentorship for Junior Scientists for successful Humboldt Applications
Yaoundé-Cameroon
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Academic Writing World-Wide

*German – Czech – Chinese – Albanian – Ghanaian - Cameroonian – ??
native-speaker: British - American?*

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1. Background / Concepts

1.1 Definitions

Academic Writing, an old and a new field

Rhetoric = traditional “art” of “persuasion”, convincing presentation for an audience/readership --> figures of speech ...

New Rhetoric =

English for Academic Purposes (EAP) vs. English for Specific Purposes (ESP) etc.

Academic Writing, a theoretical and a practical field

every writer needs to be aware of conventions from seminar paper to international journal publication to Humboldt (AvH) application

new theoretical basis: from Swales to Hyland

= initiation into the culture and practices of various ‘discourse communities’ (Swales 1990).

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).

1.2 three levels of Academic Writing / EAP

Student EAP: "digesting" research

incl. independent search for appropriate information, its critical evaluation and media-specific presentation
prototype genre: essay (1-5,000 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 (50,000- 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)

1.3 Methodology and Theories

methodology to empower students to compare their own writing with similar texts (genres) in their discourse community world-wide at advanced English levels when editing their own writings and considering their personal stance and identity as research novices compare linguistic and sociobiographical/textual variables

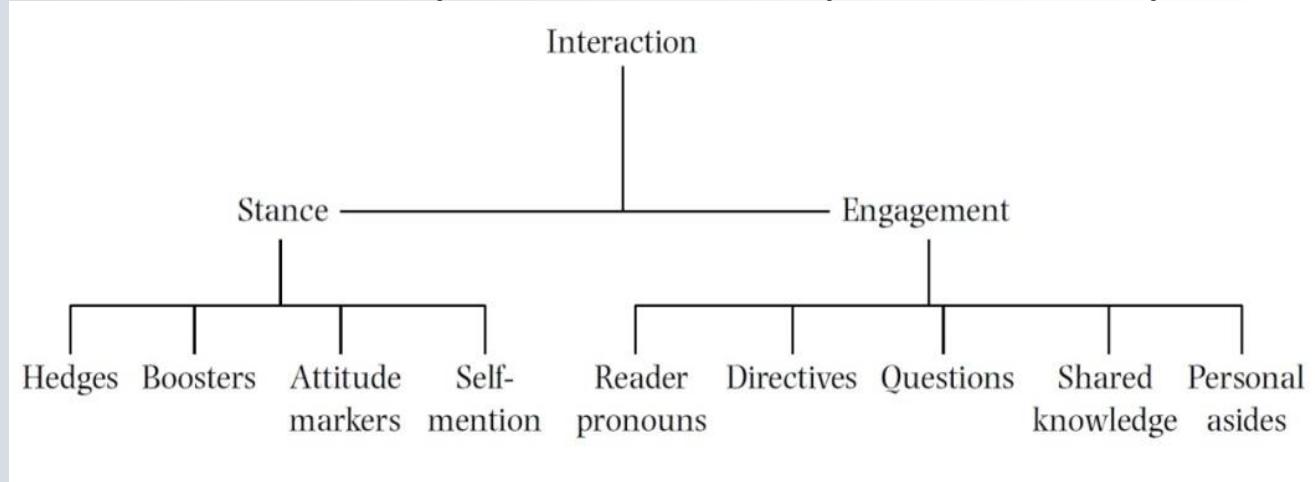
- students with other students,
- progress from BA to MA theses, 1st draft to final theses, etc.

theoretical EFL concepts

- **inductive learning** = students discover usage patterns
- **consciousness-raising** = students may have noticed intuitively
- systematic functional instruction = form follows function
- integrated explicit instruction = discovery reading-->examples-->function?
- based on practical **project** discussions of our research group with international partners in SE Europe, Czech Rep., Cameroon, China, etc.
- general trend: included in MA (PhD) courses world-wide (e.g. Chemnitz)

1.4 Focus

- **metadiscourse** = linguistic devices that assist writers to organize propositions and present them in a way that will be easily understood by readers

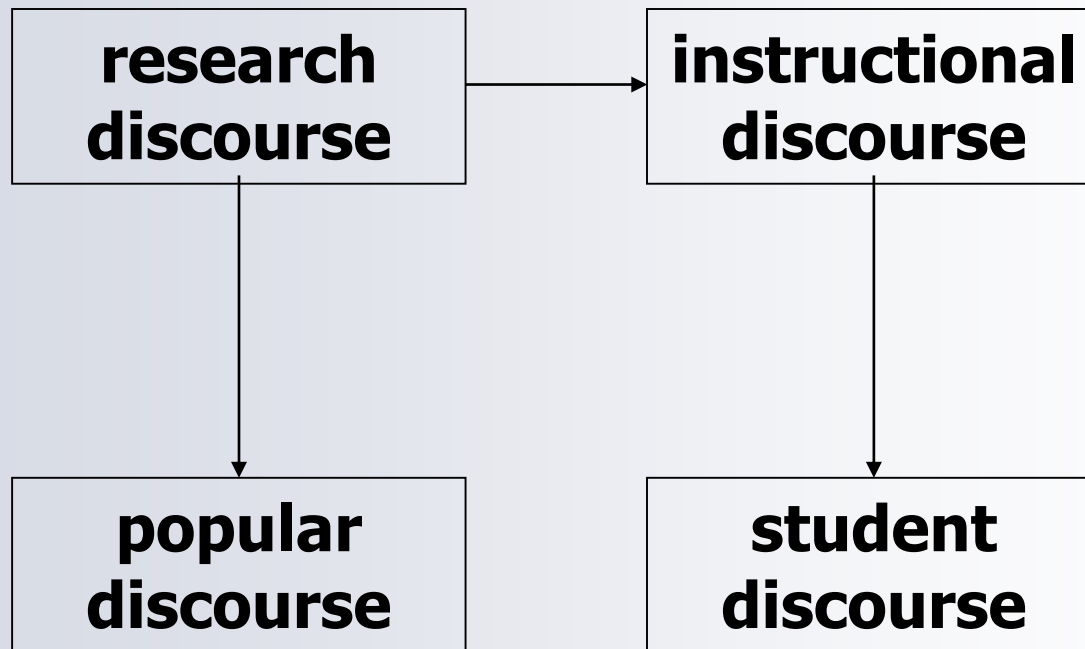


types of reader-writer interaction (Hyland 2005: 177)

- **academic writing in advanced language learning (MA)**
- international (Swales/Feak 2012) and national? (Siepmann et al. 2011) textbooks for teaching?

1.5 Discourses in science communication

discourse community approach = a writer/speaker appeals to shared knowledge to create a community of discourse: *of course, as we know from ...*



Scientific discourse in the communities

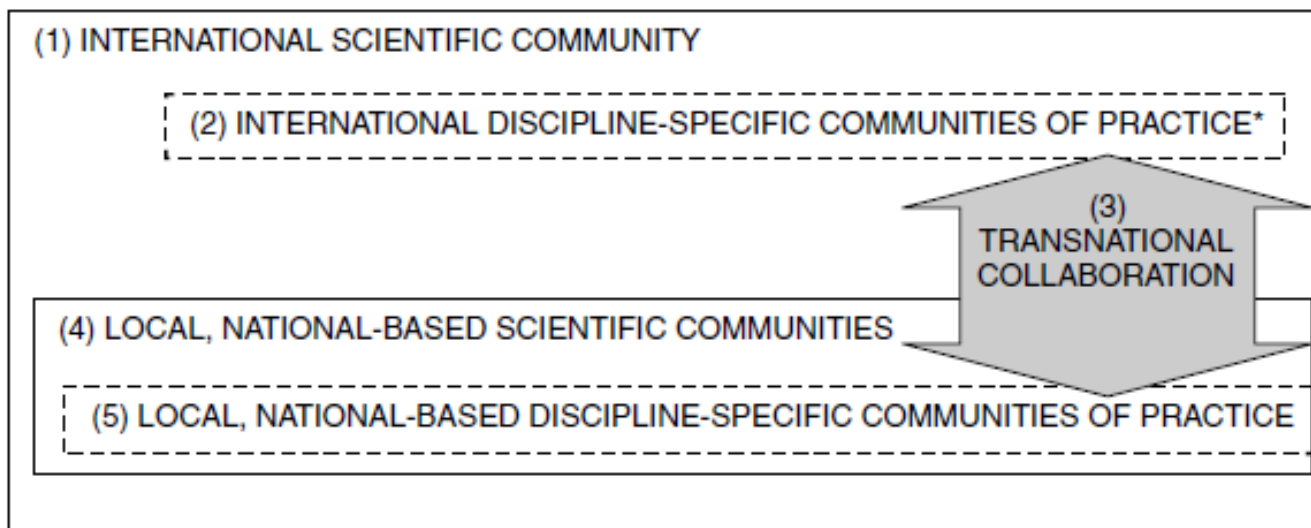


FIGURE 3.2 Proposed social framing context for scientific discourse

Pérez-Llantada, C. (2012). *Scientific Discourse and the Rhetoric of Globalization*. London: Continuum: 52.

generalisations:

discover “more grammar than meets the eye”

Tool: Antconc (like WordSmith)

→ relative frequencies ← comparable corpora? subcorpora

1.6 Def. Genre Approach

- (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 discursual 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)

1.7 Genres in academic discourses

research "output"

- **research article**
- book reviews
- project proposals
- conference presentations

instructional disc./e-learning

- ppt presentations
 - lectures
 - student presentations
- textbooks
 - Wikis
 - www pages (HTML, php)

**discipline-specific
culture-specific**

science "journalism"

- popular science articles
- popular blogs (David Crystal)
- popular science films (Horizon)
- popular science books
- science slam

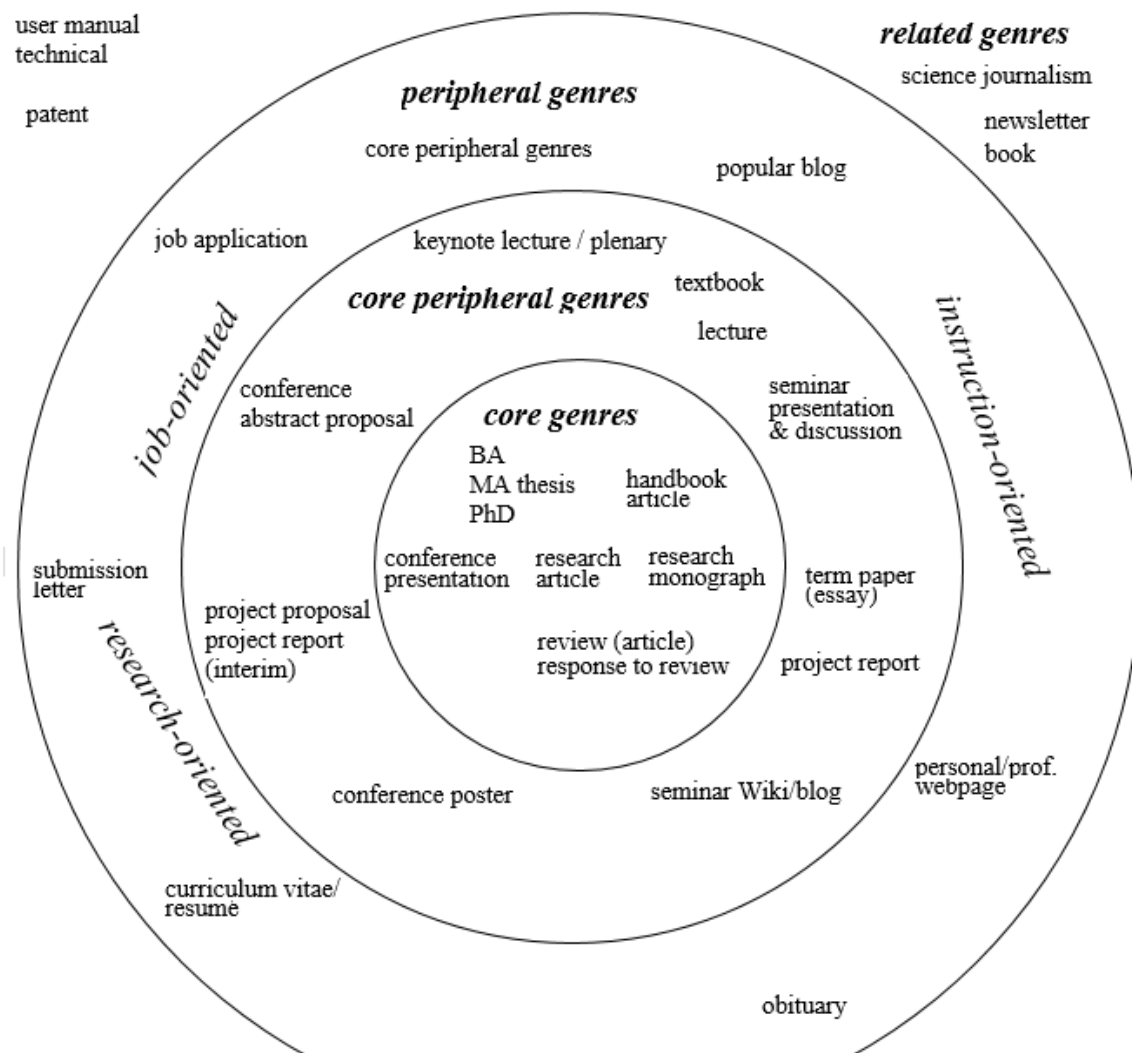
student "literacy"

- fieldwork notes, **reports**
- **essays / term papers**
- **MA/BA/PhD thesis**
- seminar presentations, disc.

"Novice Academic English"

**author-specific
culture-specific**

1.8 Prototype approach to genres in academic writing



2. Examples

2.1 Student paper: Civilization (ICE-EA/ W1A007K)

<S1/>Another social scientist, **V. Gordon Childe** defined civilization as being the city. <S2/>**He [R1]** coined the term, "urban revolution" to characterise the achievement of civilization. <S3/>To **him [R2]**, terms "civilization" and "urban revolution" are <+_equivalent><+_equivalent>. <S4/>**He [R3]** stated that the urban revolution was the culmination of a process of progressive change in economic structure and social organization; the city was the "resultant and symbol" of this revolution. <S5/>**He [R4]** cited ancient Mesopotamia as having had a parallel and direct link between development of cities and civilization. <S6/>Among the qualities of civilization according to **Childe [R5]** include a stratified social structure, a highly differentiated occupational hierarchy, a well defined political structure, and integration as being fostered through a state ideology which reaffirm the basic unity of the society. <S7/>**He [R6]** contented that "city" and "civilization" have all these characteristics and hence are the same and one.

R1-6 = reference to theme/topic

approach: information management (theme)

2.2 Research EAP

Nordic Journal of African Studies 15(4): 566–578 (2006)

Prospective Commitment in African Literature

GEORGE D. NYAMNDI

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ABSTRACT

African literature's close, even organic link with the society that generates it settles a pathfinder role on that literature: Africa goes where its literature takes it. This fact does not seem to have been the object of enough awareness on the part of the writers themselves as they have tended to construe their role mainly in terms of rescuing their past from oblivion and/or denigration. And yet a more urgent mission awaits them: that of providers of constructive alternatives susceptible not only of cleansing the continent's image but even more importantly of moving the society forward in the right direction. Retrospection in the service of prospection ought to be the new creative order.

Keywords: Pilgrimage, Prospection, Retrospection, School

1. INTRODUCTION

2.3 ChemCorpus set-up by genre and specialisation

genre	specialisation	number of texts	average length	total words
<i>term paper BA</i>	language/linguistics	100	4,200	0.5 Mill.
	culture/literature	100	4,700	0.5 Mill.
<i>project report</i>	(cultural)	120	4,000	0.5 Mill.
<i>BA thesis</i>	language/linguistics	80	12,000	1 Mill.
	culture/literature	80	16,000	1 Mill.
<i>term paper MA</i>	language/linguistics	80	5,700	0.5 Mill.
	culture/literature	80	6,600	0.5 Mill.
<i>MA thesis</i>	language/linguistics	40	25,000	1 Mill.
	culture/literature	40	25,000	1 Mill.
total		720		6.5 Mill.

3. Organisation, argumentative structure

3.1 AIMAC = Revised IMRAD structure

= **I**ntroduction **M**ethodology **R**esearch **A**nd **D**iscussion

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

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

3.2 ToC of a BA thesis with IMRAD structure

Table of Contents	
1 Introduction	7
2 Literature Review	10
2.1 Canada's settlement history	10
2.2 English in Canada	12
2.2.1 Standard Canadian English	12
2.2.2 Newfoundland English	13
2.3 Selected Phonetic Features of English in Canada	14
2.3.1 Canadian Raising	15
2.3.1.1 Mainland Canada	15
2.3.1.2 Newfoundland	18
2.3.1.3 Quantitative, phonetic definition	19
3 Methodology	22
3.1 Participants	22
3.2 Data Collection	24
3.3 Data Analysis	25
3.3.1 Selected Tokens	25
3.3.1.1 Canadian Raising	25
3.3.1.2 The Canadian Shift	25
3.3.2 Measurements	26
4 Results	28
4.1 Sample	28
4.2 Canadian Raising	29
4.3 The Canadian Shift	32
5 Discussion	39
5.1 Interpretation	40
5.2 Limitations	42
5.3 Conclusion and Outlook	44
References	46
Appendix	49

3.3 ToC of a BA thesis with a non-IMRAD structure

Polish Migration to the UK

Contents

Abstract	1
1. Introduction	2
2. The Term Migration and Polish Migration Motivations	4
2.1. Types of Migration	5
2.2. Ravenstein's Migration Theory	8
2.3. Lee's Migration Theory: Push and Pull Factors	10
3. Polish Migration Behavior and Motivations	13
3.1. Gender-Relation	15
3.2. Age-Relation	16
3.3. Length of Stay	18
3.4. Labour Market	21
3.5. Social Networks	24
3.5.1. Polish Diaspora	28
4. Polish Migration in Historical Perspective	30
4.1. Polish Migration to the UK before 2004	30
4.2. Polish Migration to the UK after 2004	32
5. Conclusion	36

2. Theoretical background
2.1. Definition of the key concept migration
2.2. Types of migration
2.3. Theories explaining migration
2.3.1. Ravenstein's Migration theory
2.3.2. Lee's Migration Theory: Push and Pull Factors
3. Case study: Polish migration to the UK
3.1. Behaviour
3.2. Motivation etc.

3.4 ToCof a literature BA term paper with non-IMRAD structure

Table of Contents

1. Introduction	3
2. Theoretical Approaches	
2.1. Key concepts	4
2.2. Interpretation of dreams – important terminology	5
3. Text Analysis	
3.1. Mohsin Hamid's <i>The Reluctant Fundamentalist</i>	6
3.2. Dreams in <i>The Reluctant Fundamentalist</i>	7
3.3. Dreams versus reality	9
4. Conclusion	12
5. Bibliography	13

3.5 Funding Application with near IMRAD structure

---> appearance + substance + persuasiveness

explicit title: subtitle

(executive summary?)

1. (national) context, personal motivation?

2. Previous work

2.1. pre(liminary) studies 7/30

2.2. Literature analysis

3. Methodology

3.1. Data collection

3.2. Research questions/hypotheses

3.3. Processes/tests

4. (expected) results

5. Applications

Appendix:

? time-frame/Gantt chart: **milestones with deliverables!**

? budget

? draft questionnaire

4. Linking

4.1 Indicators: cohesive devices

formal:

conjunctions: *but, while*

adverbs: *first, then, finally*

functional:

sentence adverbials, e.g. clause-initial adverb **ly*,

function

prototype

additive

and

adversative/contrastive

but

sequential/temporal

then

causal

because



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4.3 AntConc concordance (KWIC) of *unfortunately* in BA term papers in the ChemCorpus

author reader interaction = contrary to what one might expect, hope

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
Hit	KWIC					
1	n the general South African elections this year. Unfortunately, there exists hardly any empirical work on 'born-					
2	ers about the ethnic share of the population do, unfortunately, not exist. <fig> Figure 1 Share of South African					
3	frican because in all honesty that is what I am. Unfortunately, the legacy of apartheid as such instilled race a					
4	position towards this 'New South Africa'? I-ee: Unfortunately, it's been said so often it's lost its meaning. A					
5	n awareness. Working further on this issue goes, unfortunately, beyond the scope of this work, however, further					
6	one, but on several paragraphs of the Agreement. Unfortunately, in most researches, the changes that the GFA has					
7	The statistic provided in Tim Pat Coogan's work unfortunately only reaches until the year 1993, however, a diff					
8	phey, 2003, p. 75). Although most classrooms are unfortunately not designed after proved principles of learning					
9	schools' and teachers' readiness to participate unfortunately remained rare. Once having receive					
10	. The incomplete questionnaires - of which there unfortunately were quite a lot, both among the paper and online					
11	g inclusion of student opinions and perceptions. Unfortunately, this, on the one hand, intricate and complex but					
12	corpus including the Tweets regarded to the PL (unfortunately no differentiation between personal and official					
13	requent abbreviations in the PL Twitter corpora. Unfortunately, the AntConc toolkit does not work smoothly in co					
14	tion of Twitter Corpora Abbreviations </tab> Unfortunately, some abbreviations from Table 8 could not be cle					
15	anation could be that v is even shorter than vs. Unfortunately, in the frame of the present thesis no clear evid					
16	slation: But this LTI-like abbreviation mania is unfortunately quite convenient for Twitter) (Twitter, 2013).					
17	ions. Otherwise, this thesis would be redundant. Unfortunately, within the frame of the PL Twitter analysis it w					
18	h. Regarding another filtering option, it is unfortunately not possible to separate official Tweets, which a					
19	e some problems regarding these scales. First, I unfortunately could not find a current probability scale. It is					
20	er words serves to distinguish between speakers. Unfortunately, films often create a misleading impression of th					
21	ent, thus I decided to use older books which are unfortunately part of a series. Furthermore, despite the fact t					
22	Mystic River which was released in 2001. Unfortunately, all five novels by Stephen J. Cannell are part o					
23	r he also became producer, mainly of CBS series. Unfortunately, Straw wrote and published just one novel that ca					
24	crime related words which is generally accepted. Unfortunately their is no such word list. It is conceivable tha					

4.4 Adjuncts in the Nordic Journal Corpus

ClauseLink	KE01h	KE02h	TZ01h	TZ02h	CMall16	UK01h	mean22
<i>Adjuncts</i>							
firstly				4		1	1.5
secondly	4			4	3	1	1.3
on the one hand							1.0
on the other hand					1		1.5
finally	6				1		2.4
lastly					1		4.0
also	60	38	10	16	14	7	27.0
furthermore				2	2		2.0
however	68	22	14	10	7	9	11.8
moreover					3		4.0
similarly					2		2.0
nevertheless	4	2	2		1		2.0
though		2	8		4		4.7
yet	4		2		2		3.0
anyway							2.0
otherwise	2		2	2	1	1	5.8
accordingly					2		2.6
consequently					3		2.4
therefore	2	22	2	8	6	1	12.9
thus	38	4		8	4	1	6.6
sum adjuncts	188	90	40	54	41	21	66.7
sum conjuncts+adjuncts	314	148	198	112	84	57	134.5

5. Stance

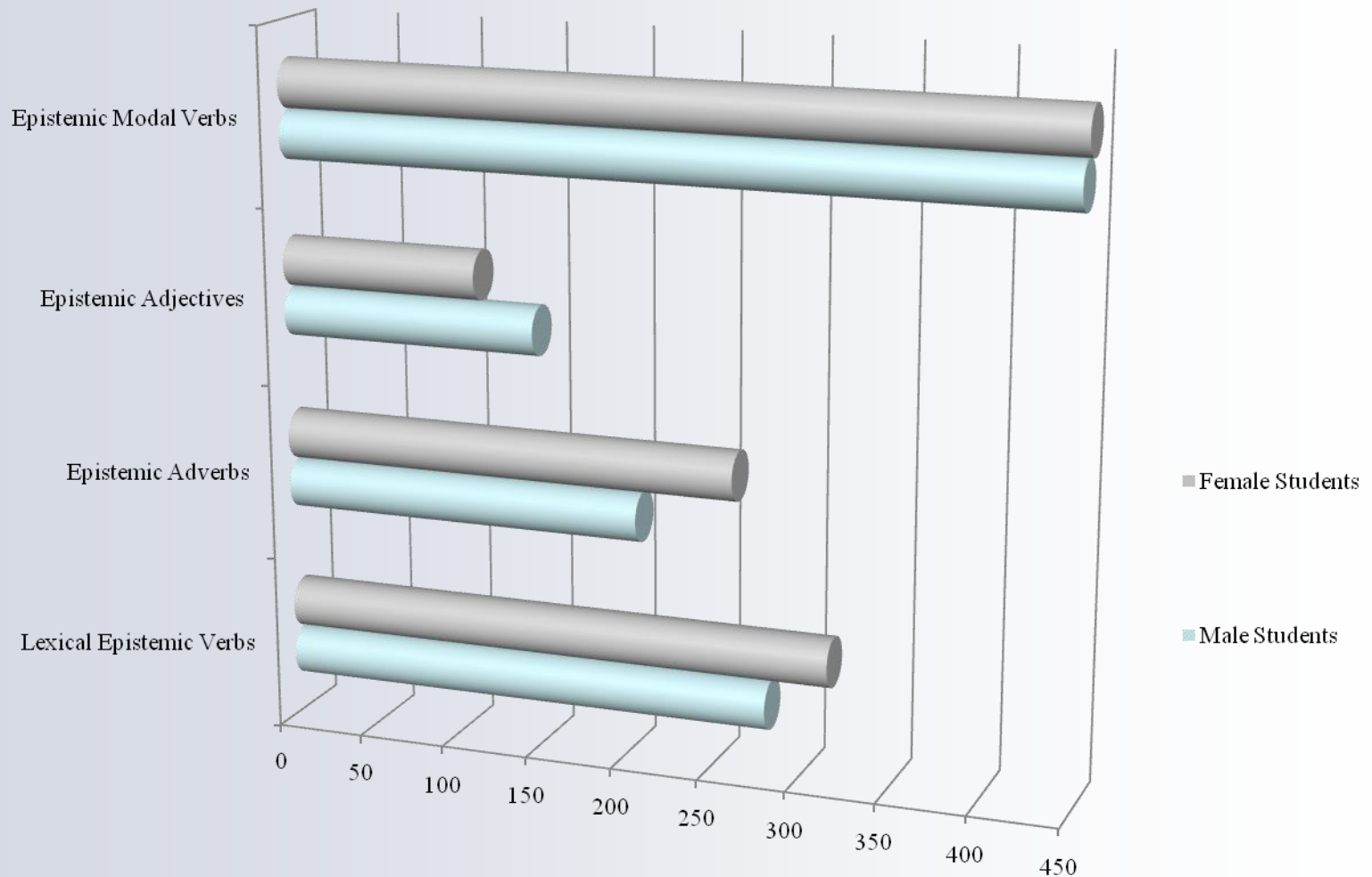
5.1. key terms: stance > hedging > modality

- “personal feelings, attitudes, value judgments, or assessments” (Biber et al. 1999: 966)
 - “subjective” evaluation on the basis of own knowledge, experience, etc.
 - context-dependency
- academic culture in the discourse community determines how stance is expressed!

author stance and engagement are crucial variables in academic interaction:

“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)

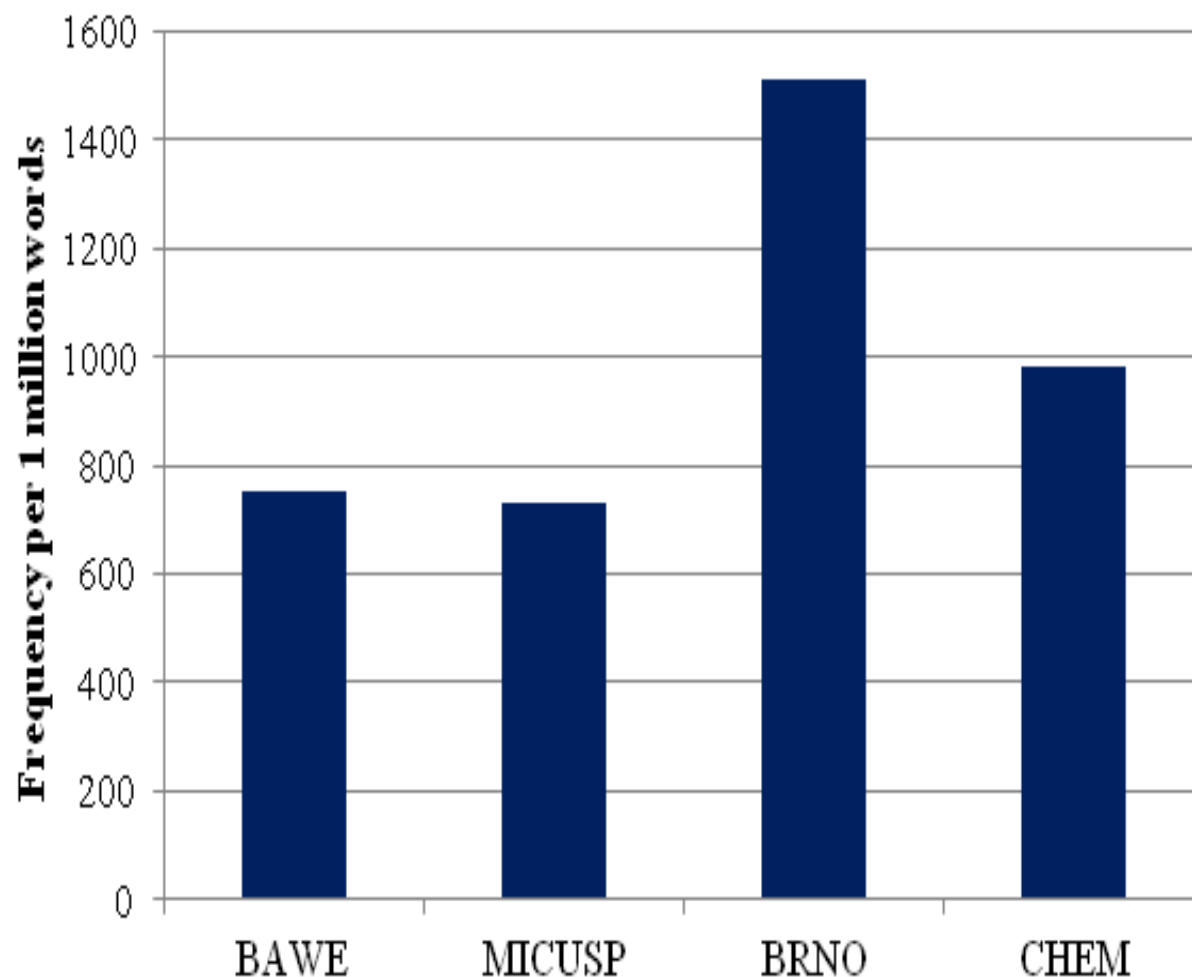
5.2 Hedging in German Student Writing: female > male in MA theses?



5.2 Rel. frequencies per 1 million words in the BrnoCorpus and ChemCorpus (Bräuer 2013:49, table 17)

	Brno	Chemnitz	p-value
Amplifier	2,105.07	1,932.36	
Booster	1,713.69	1,303.09	
<i>considerably</i>	30.40	102.79	< 0.001
<i>highly</i>	136.79	134.76	> 0.05
<i>strongly</i>	34.20	76.52	$0.001 \leq p < 0.01$
<i>tremendously</i>	1.90	7.99	> 0.05
<i>very</i>	1,510.40	981.03	$0.01 \leq p < 0.05$
Maximizer	391.38	629.27	
<i>absolutely</i>	58.90	31.98	< 0.001
<i>clearly</i>	148.19	462.53	< 0.001
<i>extremely</i>	74.10	57.10	$0.01 \leq p < 0.05$
<i>fully</i>	83.59	63.96	$0.001 \leq p < 0.01$
<i>thoroughly</i>	26.60	13.70	> 0.05
Downtoner	609.86	785.74	
Approximator	317.28	404.29	
<i>almost</i>	237.49	340.33	> 0.05
<i>nearly</i>	72.20	36.55	$0.001 \leq p < 0.01$
<i>virtually</i>	7.60	27.41	< 0.05
Diminisher	199.49	229.55	
<i>a bit</i>	76.00	15.99	< 0.001
<i>slightly</i>	93.09	143.90	> 0.05
<i>somewhat</i>	24.70	41.11	> 0.05
<i>to some extent</i>	5.70	28.55	> 0.05
Minimizer	93.09	151.89	
<i>barely</i>	7.60	11.42	> 0.05
<i>hardly</i>	76.00	132.48	> 0.05
<i>scarcely</i>	9.50	7.99	> 0.05
Total	2,714.93	2,718.10	

5.3 Relative frequencies of *very* in BAWE, MICUSP, the BrnoCorpus and ChemCorpus (Bräuer 2013: 63, figure 3)



6. Conclusion

Academic English is an accessible and useful topic for students of applied linguistics (including TEFL/TESOL)

metadiscourse features can be learnt easily and inductively

- junior writers, MA students become aware of reader - writer interaction – and can use this in their own thesis writing ...
- through explorative investigation of model texts they find their own stance between personal identity and disciplinary conventions

issues:

- Can corpus databases replace native-speaker introspection?
 - objective – subjective?
 - frequency + attitudes?!
- Are conventions becoming more and more similar because of Anglo-American dominance (gate keepers and guidebook publications)?
- Can we establish an academic *lingua franca* norm on a functional basis? – even against Anglo-American traditions?
- Can the (non-native) ChemCorpus serve as a model?
- Remember there are no native speakers/writers of Academic English!

General comparative research question: Convergence or Diversity?

Research English



Student English

Are conventions becoming more and more similar because of Anglo-American dominance (gate keepers and guidebook publications)?

How much convergence do we want in research English?

How much diversity do we accept in student English?

Which features do we want to reduce or increase?

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