

Academic Writing for Chinese Students  
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Academic Writing for M.A. Students:  
How to find a topic.  
How to find disciplinary conventions on 3 levels.

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[https://www.tu-chemnitz.de/phil/english/sections/ling/presentations\\_js.php](https://www.tu-chemnitz.de/phil/english/sections/ling/presentations_js.php)

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# 1. Introduction

## 1.1 Finding an area of interest

1.1.1 Top-down approach: talk to your professor

- What is most interesting in survey lectures (e.g. Applied Ling)?
- Which sections in the library do you like best?

1.1.2 Bottom-up approach: talk to fellows and friends

- Is there a research group in the sub discipline?
- Can you find a model thesis (in the department) to follow?

## 1.2 Finding a topic

### 1.2.1 Top-down approach: from theory to practice

- Find a gap in the research literature OR
- Find a model thesis or article in the research literature

### 1.2.2 Bottom-up approach: from data to practice

- See an interesting/striking feature in the data
- See a pattern in the data rationale beyond the purely statistical

## 1.3 Finding a research hypothesis

<https://en.wikipedia.org/wiki/Hypothesis> (04/05/18)

According to Schick and Vaughn,<sup>[13]</sup> researchers weighing up alternative hypotheses may take into consideration:

- **Testability** (compare **falsifiability** as discussed above)
- **Parsimony** (as in the application of "**Occam's razor**", discouraging the postulation of excessive numbers of **entities**)
- **Scope** – the apparent application of the hypothesis to multiple cases of **phenomena**
- **Fruitfulness** – the prospect that a hypothesis may explain further phenomena in the future
- **Conservatism** – the degree of "fit" with existing recognized knowledge-systems. ...

A **working hypothesis** is a hypothesis that is provisionally accepted as a basis for further research<sup>[14]</sup> in the hope that a tenable theory will be produced, even if the hypothesis ultimately fails.<sup>[15]</sup> Like all hypotheses, a working hypothesis is constructed as a statement of expectations, which can be linked to the **exploratory research** purpose in empirical investigation. Working hypotheses are often used as a **conceptual framework** in qualitative research.<sup>[16][17]</sup>

The provisional nature of working hypotheses make them useful as an organizing device in applied research. Here they act like a useful guide to address problems that are still in a formative phase.<sup>[18]</sup>

[https://en.wikipedia.org/wiki/Null\\_hypothesis](https://en.wikipedia.org/wiki/Null_hypothesis) (04/05/18)

In inferential statistics, the term "null hypothesis" is a general statement or default position that there is no relationship between two measured phenomena, or no association among groups.[1] Rejecting or disproving the null hypothesis—and thus concluding that there are grounds for believing that there is a relationship between two phenomena (e.g. that a potential treatment has a measurable effect)—is a central task in the modern practice of science; the field of statistics gives precise criteria for rejecting a null hypothesis.

## 1.4 Finding a research question (RQ)

The research question serves two purposes:

- It determines where and what kind of research the writer will be doing.
- It identifies the specific objectives the study or paper will address.

examples:

**Schmied (1985): Is Tansania in ESL or EIL (EFL) country? (=English as a Second/International/Foreign Language)**

**Schmied (1992): Is the variation in Relative Constructions greater between varieties (BE vs. IndE) or between different text-types/genres within the varieties?**

## **1.5 Critical Issues: access to infrastructure, etc.**

Can I answer this RQ?

Can I do recordings that are good enough for differentiating patterns?

Do I have (access to) an eye-tracker to do reading research seriously?

## 1.6 Finding a Title + Subtitle

"Sexy Quotation": Topic + Method

Area: RQ

RQ? Context explanation

Examples:

1a) "*Religious bigots and **extremists***"? or "*PDP administration actively sustained the crises, profiteering from **it***"? Constructing Religion and Politics in Nigerian Terrorism News

1b) "Nigerian Terrorism News: Who blames whom and how?"

1c) "Religion or Politics? Linguistic Devices Used in Nigerian Terrorism News"

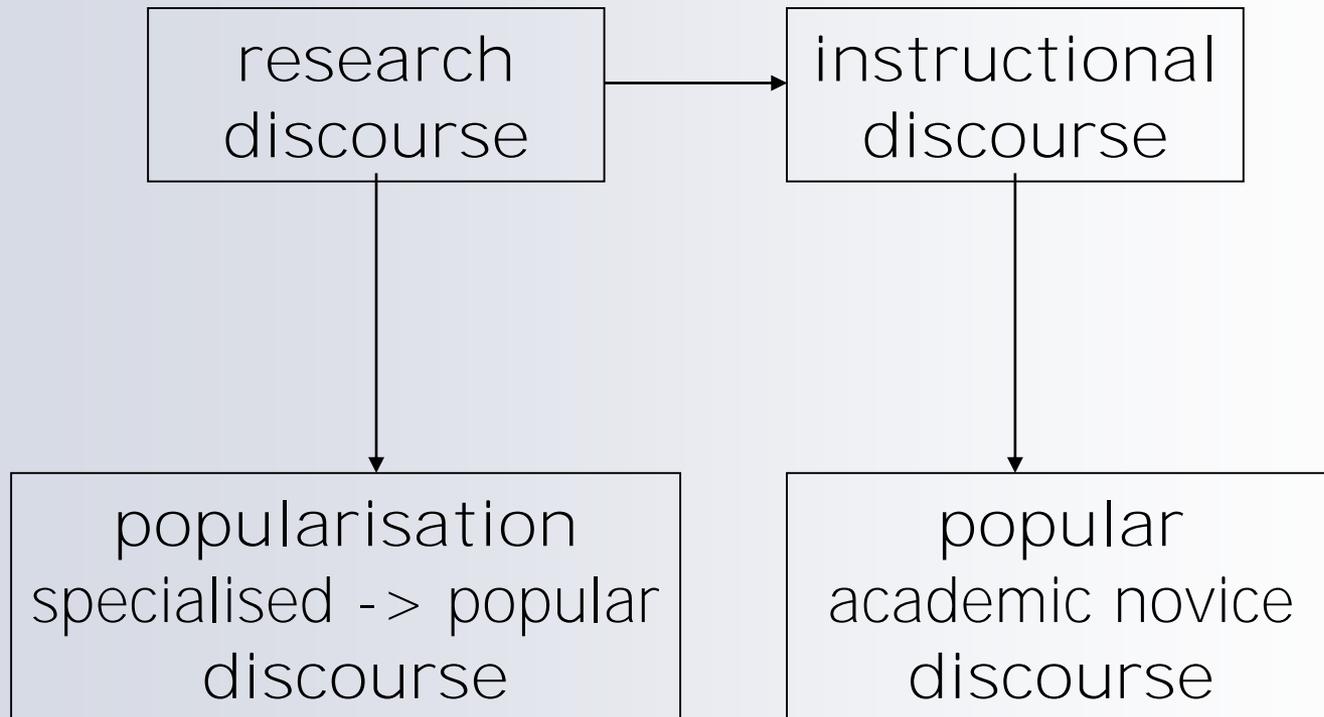
2a) "A New Analysis of Bokyi Noun Phrases: Noun Classes, Agreement, and Valency"

2b) "Is Bokyi a Bantu Language? A New Analysis of Bokyi Noun Phrases"

## 2. Key concepts of academic writing

### 2.1 Discourses in science communication

discourse community approach (Hyland 2006, 2012; Schmied 2011) =  
a writer/speaker appeals to shared knowledge to create a community of discourse  
incl. linguistic clues: *of course, as we know from ...*



## 2.2 “Writing”

### Types of literacy

- traditional literacy
- multimedia literacy
- academic literacy (skills):

**information collection**

**information processing**

reading  
writing

listening  
speaking

translation

information presentation (constructionism):

- discourse community: genre conventions (expectations)

vs.

- writer identity - audience/readership relationship

**NOT: “spontaneous overflow of powerful feelings”, but a craft!!**

→ metalanguage

## 2.3 The Genre Approach

### *research "output"*

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

### *teacher "talk"/e-learning*

- ppt presentations
  - lectures
  - student presentations
- textbooks
  - Wikis/Moodle/Google+
  - 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

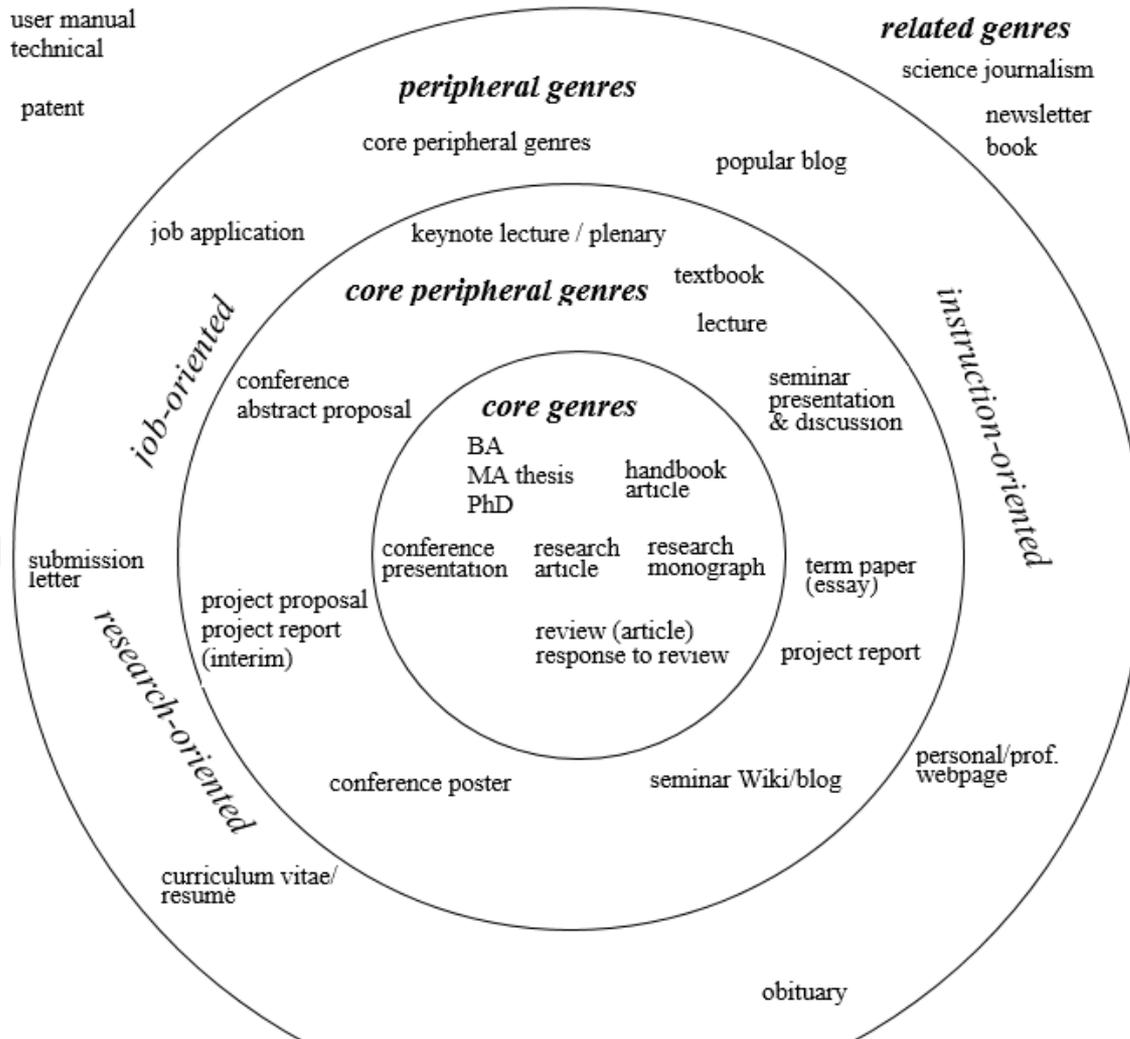
### *student "literacy"*

- fieldwork notes
- essays (argumentative!)
- MA/BA thesis (persuasive!)
- seminar presentations

"Novice Academic English"

author-specific  
culture-specific

## 2.3 Prototype approach to genres in academic writing



Schmied 2015: 11

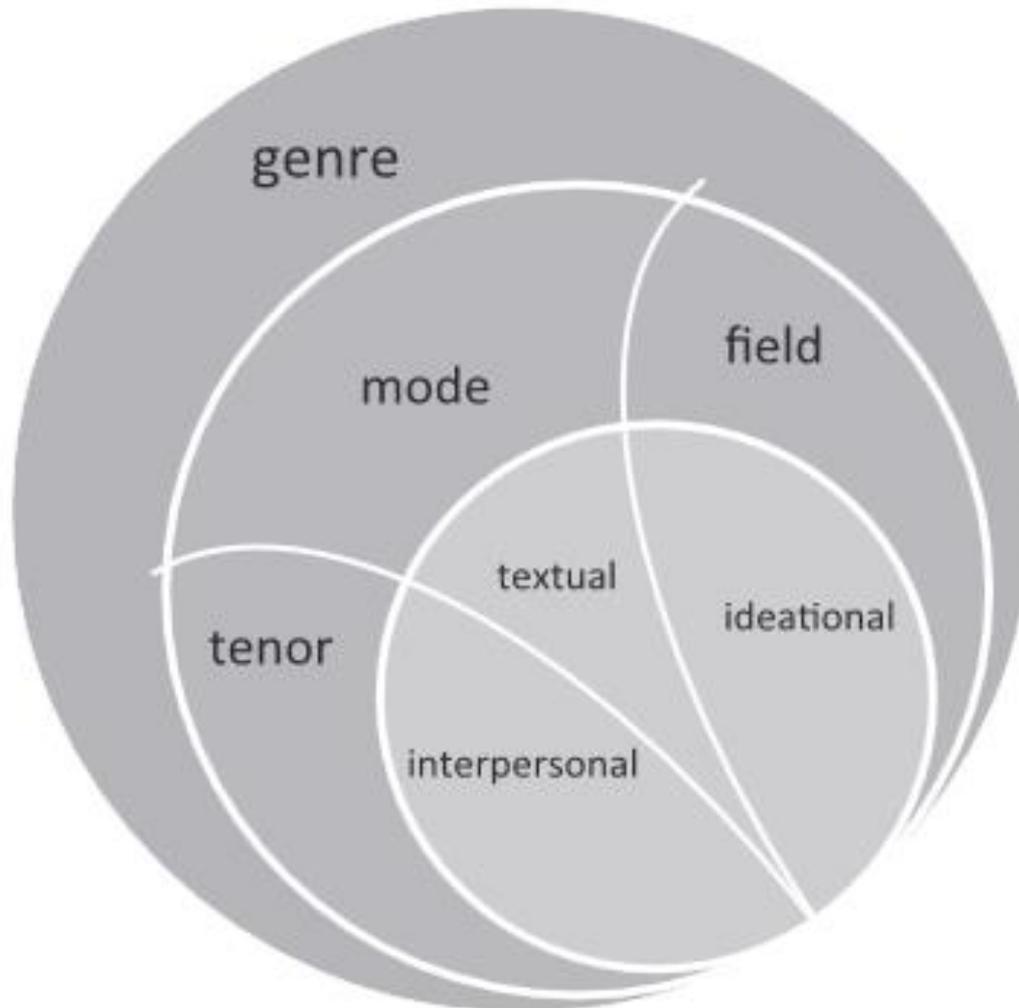
## 2.4 (Academic) metadiscourse, metalanguage

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

fields:

- **“global text management”**,  
argumentation structure  
IMRaD -> paragraphing -> cohesion, like *conclude*
- **“local” text management**,  
text cohesion --> cognitive coherence (*first, thus, ...*)
- writer - reader **“interaction”**, incl. address (*you, we*)
- **writer commitment to the truth value/reliability ...**  
esp. hedging, (epistemic) modal aux/adv.  
(*... may contribute, may be correct ... arguably*),
- occasionally boosting (*certainly, fact*)

## 2.5 Functional Approaches: SFG Expansions by Rose



Rose (2014): 3



## 2.7 Empirical Data-Base: Compatible stratified corpora (2004-)

	<b>ChemCorpus</b>	<b>ChAcE Corpus</b>		<b>Africa</b>		<b>total</b>
<i>country</i>	<b>Germany</b>	<b>China</b>		<b>South Africa</b>	<b>Cameroon</b>	
		mainland	HK			
<i>university-stratification</i>	Chemnitz	+	+	Stellenbosch	Yaoundé	
<i>discipline-stratification</i>	- (English)	- (English)	+	+	- (English)	
<i>BA theses</i>	80 + 80					
<i>MA theses</i>	40 + 40	304	100?	150	120	1000
<i>PhD theses</i>		106				
<i>other: term papers +</i>	100 + 100	(SYSU 50)				
total	?	?	?	?	?	



# 3. Thesis Writing: sections/chapters (macro-level)

## 3.1 IMAC global paradigm spreading from natural sciences into humanities

organisation can be viewed on several levels using different theoretical approaches:

- **global** vs. local planners:  
a fixed structure like IMAC provides a general “skeleton” for global planning, which is said to characterize good writers
- **moves + steps in sections (Swales’ model)**  
e.g. CARS (= Creating A Research Space) to identify a gap to fill
- topical structure analysis:  
discourse deixis through personal pronoun references  
**(in the paragraph, the 1<sup>st</sup> focus is the topic that is referred to by personal pronoun in all following clauses until a new focus topic starts a new paragraph)**
- theme – rheme (functional sentence perspective)
- IMRaD

# Research paradigm, global text structure:

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

1.2. The trend towards revised **IMRAD**, adapted for English research (with prototypical phrases):

**I** = **issue**, i.e.

new, i.e. *not enough research yet*

relevant, i.e. *important in discourse or for practical applications*

focussed, i.e. small, but data-based; careful and reliable

**M** = **methodology**, i.e.

previous research, i.e. literature review incl. evaluation

hypotheses possible?

data base

tests/procedure

<https://twiki.tu-chemnitz.de/bin/view/English/IntroResearchPara>

**A** = **analysis**, i.e.

examples as evidence

statistical tables as summaries

significance to generalise

(cf. Schmied 2015: 17-20)

**C** = **conclusion**, i.e.

available in academia.edu

summary, e.g. *in conclusion, we have shown*

interpretation, e.g. *this proves that*

contextualisation, e.g. *in a wider perspective*

limitations, e.g. *more data*

outlook, e.g. *further research is necessary*

## **3.2 BA/MA theses as key qualification texts for academic carriers**

academic novices are introduced to the discipline-specific conventions developed so far  
writer identity allows novices to choose only to a limited extent

# 3.3 Examples of theses paradigms

## ToC of a BA thesis with IMRAD structure

### Table of Contents

<b>1 Introduction</b> .....	<b>7</b>
<b>2 Literature Review</b> .....	<b>10</b>
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
<b>3 Methodology</b> .....	<b>22</b>
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
<b>4 Results</b> .....	<b>28</b>
4.1 Sample .....	28
4.2 Canadian Raising .....	29
4.3 The Canadian Shift .....	32
<b>5 Discussion</b> .....	<b>39</b>
5.1 Interpretation .....	40
5.2 Limitations .....	42
5.3 Conclusion and Outlook .....	44
<b>References</b> .....	<b>46</b>
<b>Appendix</b> .....	<b>49</b>

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

Polish Migration to the UK

### Contents

Abstract

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.

## IMRAD structure in 20 lang./lit. MA samples from Cameroon, Germany, China

		Introduction					Methodology					Analysis					Conclusion						
disc.	Corpus	Abs	I	IN	IR	IF	M	ML	MC	MT	M RQ RH	MD	MT	A	AE	AT	AS	C	CS	CI	CC	CL	CO
Lang.	CamC	8	10	2	8	9	9	0	0	0	0	9	9	9	6	9	3	10	10	6	1	3	10
	ChemC	4	10	4	4	9	10	0	0	0	0	10	10	10	9	10	7	10	10	9	7	7	9
	ChinC	10	10	3	8	9	5	0	0	0	0	5	5	10	8	9	10	10	10	10	7	8	9
Lit./ Cult.	CamC	10	10	4	4	9	0	0	0	0	0	0	0	10	10	0	0	10	10	10	3	2	6
	ChemC	3	10	1	5	9	3	0	0	0	0	3	3	10	8	5	9	10	10	10	8	1	3
	ChinaC	10	10	0	1	1	1	0	1	1	0	0	0	10	10	0	0	10	9	10	0	1	0

I = **issue**  
IN **new**  
IR **relevant**  
IF **focussed**

M = **methodology**  
ML **literature review**  
MC **key concepts**  
MT **theories**  
MRQ/MH **research questions**  
MD **data base**  
MT **tests/procedure**

A = **analysis**  
AE **examples as evidence**  
AT **statistical tables**  
AS **significance**

C = **conclusion**  
CS **summary**  
CI **interpretation**  
CC **contextualisation**  
CL **limitations**  
CO **outlook**

## IMRAD structure in 10 language and 10 literature MA samples from China

### Introduction      Methodology      Analysis      Conclusion

Field of Study	File Name	A	I	IN	IR	IF	M	ML	MC	MT	M RQ/RH	MD	MT	A	AE	AT	AS	C	CS	CI	CC	CL	CO		
Language	CMAC05ME_23																								
Language	CMAC05PR_21																								
Language	CMAC05RE_18																								
Language	CMAC05SE_22																								
Language	CMAC05SY_18																								
Language	CMAC05WR_20																								
Language	CMAC06MO_18																								
Language	CMAC06PH_19																								
Language	CMAC06SP_14																								
Language	CMAC12PH_2																								
<b>Total Language</b>		10	10	3	8	9	5	0	0	0	0	5	5	10	8	9	10	10	10	10	7	8	9		
Lit./Culture	CMAC05LIT_28																								
Lit./Culture	CMAC09LIT_32																								
Lit./Culture	CMAC10LIT_5																								
Lit./Culture	CMAC10LIT_7																								
Lit./Culture	CMAC10LIT_15																								
Lit./Culture	CMAC10LIT_21																								
Lit./Culture	CMAC11LIT_16																								
Lit./Culture	CMAC12LIT_10																								
Lit./Culture	CMAC12LIT_12																								
Lit./Culture	CMAC12LIT_17																								
<b>Total Lit./Culture</b>		10	10	0	1	1	1	0	1	1	0	0	0	10	10	0	0	10	9	10	0	1	0		
<b>TOTAL</b>		20	20	3	9	10	6	0	1	1	0	5	5	10	18	9	10	20	19	20	7	9	9		

## IMRAD structure in 10 language and 10 literature MA samples from China

### Introduction Methodology Chinese

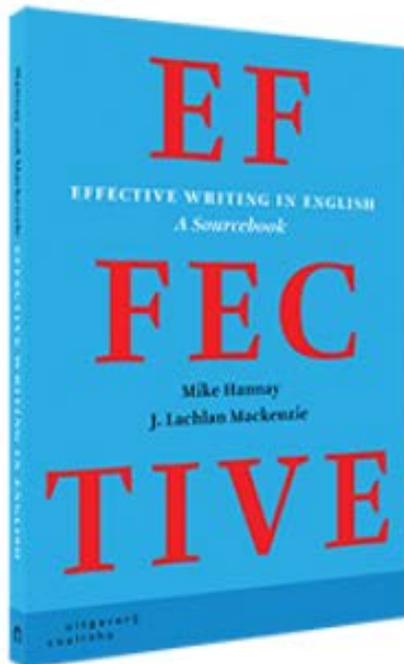
Lit/Cult theses have no methodology  
all have an abstract

Lang tend towards more detailed conclusion

Field of Study	File Name	A	I	IN	IR	IF	M	ML	MC													
Language	CMAC05ME_23																					
Language	CMAC05PR_21																					
Language	CMAC05RE_18																					
Language	CMAC05SE_22																					
Language	CMAC05SY_18																					
Language	CMAC05WR_20																					
Language	CMAC06MO_18																					
Language	CMAC06PH_19																					
Language	CMAC06SP_14																					
Language	CMAC12PH_2																					
<b>Total Language</b>		10	10	3	8	9	5	0	0	0	0	5	5	10	8	9	10	10	10	10	7	8
Lit./Culture	CMAC05LIT_28																					
Lit./Culture	CMAC09LIT_32																					
Lit./Culture	CMAC10LIT_5																					
Lit./Culture	CMAC10LIT_7																					
Lit./Culture	CMAC10LIT_15																					
Lit./Culture	CMAC10LIT_21																					
Lit./Culture	CMAC11LIT_16																					
Lit./Culture	CMAC12LIT_10																					
Lit./Culture	CMAC12LIT_12																					
Lit./Culture	CMAC12LIT_17																					
<b>Total Lit./Culture</b>		10	10	0	1	1	1	0	1	1	0	0	0	10	10	0	0	10	9	10	0	1
<b>TOTAL</b>		20	20	3	9	10	6	0	1	1	0	5	5	10	18	9	10	20	19	20	7	9

Field of Study	File Name	A	I	IN	IR	IF	M	ML	MC	MT	M RQ/RH	MD	MT	A	AE	AT	AS	C	CS	CI	CC	CL	CO	
Language	CPhD05_01																							
Language	CPhD10_20																							
Language	CPhD11_04																							
Language	CPhD11_05																							
Language	CPhD11_12																							
Language	CPhD12_02																							
Language	CPhD12_07																							
Language	CPhD12_08																							
Language	CPhD13_04																							
Language	CPhD13_08																							
<b>Total Lange</b>		<b>10</b>	<b>9</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>9</b>							
SLA/Teaching	CPhD06_01																							
SLA/Teaching	CPhD12_03																							
SLA/Teaching	CPhD12_05																							
SLA/Teaching	CPhD12_09																							
SLA/Teaching	CPhD13_01																							
SLA/Teaching	CPhD13_02																							
SLA/Teaching	CPhD13_10																							
SLA/Teaching	CPhD13_11																							
SLA/Teaching	CPhD14_02																							
SLA/Teaching	CPhD14_05																							
<b>Total SLA/Teach</b>		<b>10</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>9</b>									
<b>TOTAL</b>		<b>20</b>	<b>19</b>	<b>1</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>19</b>	<b>19</b>	<b>18</b>							

## 4. Paragraph management (**meso-level**) from a general global perspective



# Effective Writing in English

**A Sourcebook**

3e druk / 2017 / Mike Hannay, J. Lachlan Mackenzie

**Boek + website (€ 31,50)** 

ISBN9789046905739, 304 pagina's

Onbeperkt toegang tot website

but written for Dutch users of English, for short argumentative texts!

 [Dit boek inkijken](#)

 [Bestellen](#)

## 4.1 An effective title

- provides an indication of the **context** in which the text should be understood
- orients the reader towards the topic of the text
- strikes a balance between brevity and clarity
- is readily understandable
- does not pre-empt your conclusion (HM 2017: 51)
- **makes (further) reading attractive and useful ?**

→combine: sexy title: descriptive title  
context title, esp. specific subtitle

examples:

*Working with Media Texts: Deconstructing and Constructing Crises in Europe.*

Complexity and Coherence in English Student Writing, especially in Hypertext Learning Systems.

Where the grass is greener? Colour terms in East African English.

Corpus-based contrastive lexicology: the case of English *with* and its German translation equivalents.

## 4.2 An introductory paragraph

- provides a context for the argument that is to follow
- expresses your perspective on the issue you will be dealing with
- explicitly or implicitly makes clear which aspects of the issue will not be treated
- has forward dynamics, presenting a coherent development of the topic sentence and involving the reader in your argument

## 4.3 Intro intro: opening sentence (H/M 2017: 54, 3,4,1,2)

- does not depend on the preceding title for its understanding
- is a fresh start after the title
- is fairly uncontroversial
- is not linked directly to the time of writing

examples:

*For centuries* increasing meat consumption has been an indicator of increasing prosperity... ***But today*** the new trend towards vegan ...

## 4.4 Climax intro: thesis statement

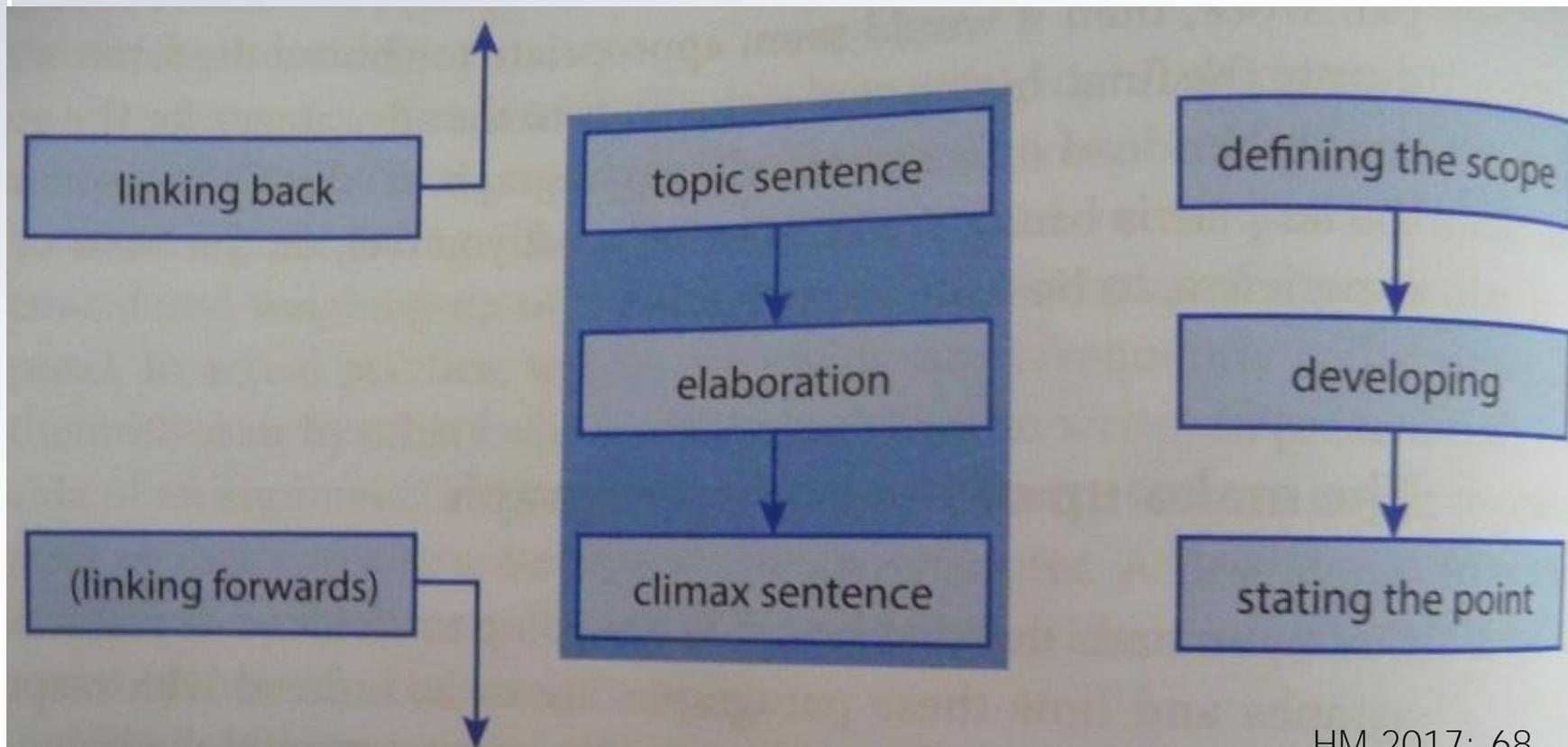
- expresses the central concern of the text
- is recognisable by its paragraph final **positioning**, without any cumbersome **sign-posting**
- is rather neutral or **suggestive** of the **line** to be followed [??J]
- is formulated in such a way as to end the paragraph in a **strong, self-confident** way (HM 2017: 59)

examples: good or bad?

*The thesis to be examined in the following paragraphs* is whether grandparents should once again be given a place in the family home.

Any decision to place restrictions on what is broadcast *should follow on* a careful consideration of the pros and cons of television censorship.

## 4.5 Structure and linking of paragraphs (meso-level)

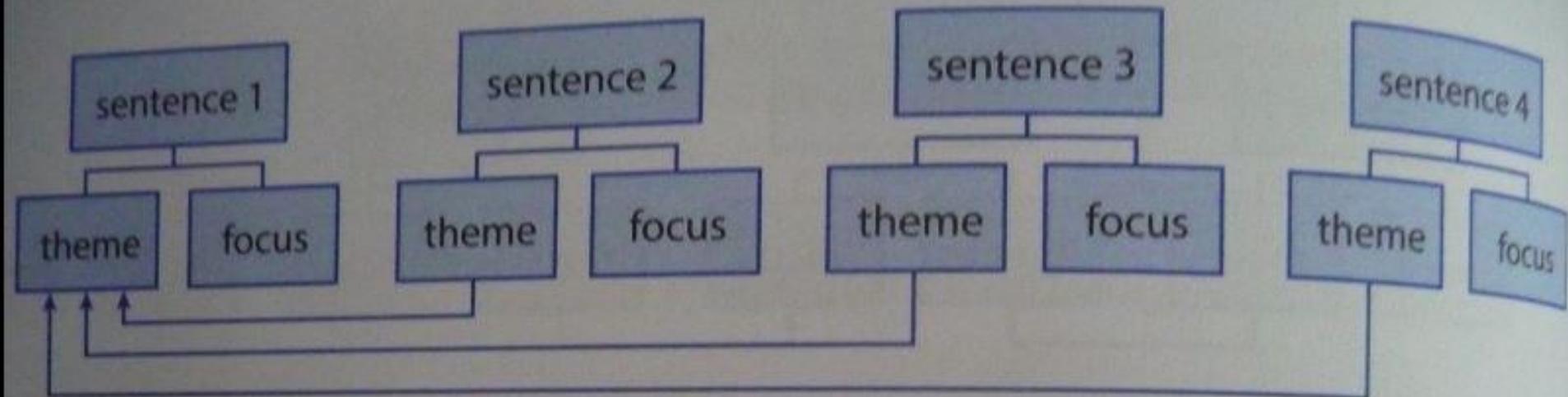


## 4.2 Theme and focus in sentences and paragraphs

In Functional linguistics (from Prague School to Halliday), theme (=topic, background, presupposition) and focus (=rheme, new, comment) have been used to describe the argumentation, information management

[https://en.wikipedia.org/wiki/Topic\\_and\\_comment](https://en.wikipedia.org/wiki/Topic_and_comment) (22/03/18)

**the theme may depend on the previous focus of previous theme!**



## 4.3 Cohesive devices (linking, connectors, etc. e.g. clause adverbials , )

coherence = extralinguistic factors contributing to the creation of texture (=implicit)

cohesion = linguistic means which create texture (=explicit)

1	It is <b>unfortunately</b> not the case that knowledge of the mechanical	0002AX
2	<b>Unfortunately</b> , an instantaneous comparison was not possible	0003AX1
3	<b>Unfortunately</b> , exact information on gas usage is unavailable	0003AX1
4	<b>Unfortunately</b> , one has no a priori way of predicting	0003AX1
5	<b>Unfortunately</b> , neither easily works.	0003AX1
6	<b>Unfortunately</b> , there are as yet no reliable calculations that	0004AX1
7	<b>Unfortunately</b> our experience is confined to an equilibrium ...	0004AX2
8	<b>Unfortunately</b> , the energy resolution of a neutrino telescope is ...	0015AX
9	... technique to obtain black hole masses which, <b>unfortunately</b> , is unfeasible	0018AX
10	<b>Unfortunately</b> , lack of information about the collective ...	0021AX
11	<b>Unfortunately</b> , the complexity of each subprocess also grows ...	0025AX
12	<b>Unfortunately</b> these theorems tell us practically nothing about ...	0032AX
13	<b>Unfortunately</b> there are very few analytic results available	0040AX
14	<b>Unfortunately</b> , all recent experiments are, in principle,	0043AX
15	<b>Unfortunately</b> , all those exciting recent experiments are	0043AX
16	<b>Unfortunately</b> , those prior art solutions require daunting experiments	0043AX
17	<b>Unfortunately</b> , the NID is uncomputable since the constituent ...	0045AX
18	<b>Unfortunately</b> , in many places such information is getting harder ...	0056NS
19	it's a good protective barrier," says Hildebrand, " <b>unfortunately</b> ."	0069NS
20	<b>Unfortunately</b> , because of the rarity of plant data from this ...	0100PN

### 4.3.1 Resultative *as a result* (in ChAcEMA)

Concordance Hits 708

Hit KWIC

1 be and prejudice, he cannot improve the cultural learning effectively. As a result, it is sincerely hoped that  
2 , explain and comment on these behaviors based on their own culture. As a result, unconsciously, their own be  
3 ntial power or ability in the learner that may be developed step by step as a result of internal change through l  
4 who are strongly influenced by the English language tend to use it. As a result, whenever it is uttered it  
5 cation of the basic verbs that indicate the desired action directly. As a result, Chinese finds imperative  
6 of the major languages in the world, reflecting two main cultures. As a result of the reform and open doo  
7 in apricot forest) to pay tribute to the distinguished doctors, and as a result, “杏林” (apricot forest) ha  
8 taught to construct an inferential mode in listening comprehension. As a result, we propose that the theori  
9 vide as an input to the hearer’s inferential comprehension process. As a result, verbal communication can  
10 the students lack inferential knowledge in their listening practice. As a result, we suggest that the theorie  
11 nprehension but inferential questions were very difficult for them. As a result, we put forward an infer  
12 y special -- but winning as a black American is a knockout.” 36 As a result of her literary and artist  
13 n who wrote The Pleasure of Enchantmen. 60 Moreover, perhaps as a result of the burgeoning field of At  
14 ts presence within the narrative serves incessantly to disrupt authority. As a result, Beloved makes overt the o  
15 d it hard to continue the topic, which would make the class mechanical as a result. b) Teachers must be awa  
16 experience, that they cannot be adequately taught in a classroom. As a result, little attention was direc  
17 xperiment class they had in fact two more classes than control class. As a result data showed in the inve  
18 c message or the iconic message can’t avoid ambiguity and subjectivity as a result of over-emphasis on the co  
19 ategy will be traced out in the direction of conversational implicature as a result of flouting the four conv  
20 informative as is required”. The deliberate withholding of information as a result of flouting of this sub-maxim

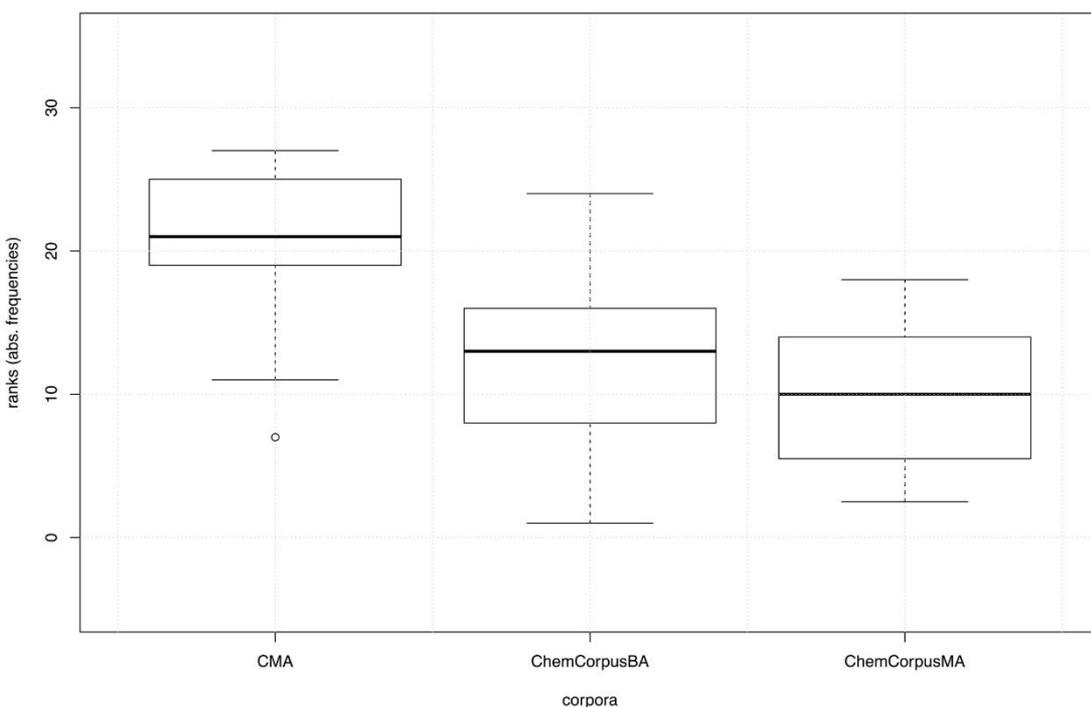
### 4.3.2 Frequency of semantic conjunct classes in ChAcEMA vs. ChemCorpBA/MA

conjunct type	ChAcEMA (total frequency)	ChAcEMA (per 1M)	ChemCorpBA (total frequency)	ChemCorpBA (per 1M)	ChemCorpMA (total frequency)	ChemCorpMA (per 1M)
<b>Listing/enumerative</b>	21090	4149	3275	4551	1772	3337
<b>Listing/additive</b>	17223	3388	3711	5157	2584	4867
<b>Summative</b>	797	156	268	372	233	438
<b>Appositive</b>	10508	2067	9580	13315	1275	2401
<b>Resultative/inferential</b>	27423	5395	3131	4351	2287	4307
<b>Contrastive/concessive</b>	16768	3299	4376	6082	2900	5462
<b>Transitional</b>	1516	298	216	300	152	286
<b>TOTAL</b>	95325	18756	24557	34132	11203	21101
<b>AVERAGE</b>	13617	2679	3508	4876	1600	3014

### 4.3.3 Resultative/inferential conjuncts in ChAcEMA vs. ChemCorp

conjunct	ChAcEMA (total frequency)	ChAcEMA (per 1M)	ChemCorpBA (total frequency)	ChemCorpBA (per 1M)	ChemCorpMA (total frequency)	ChemCorpMA (per 1M)
<i>(and) so</i>	10660	2097	646	897	439	826
<i>accordingly</i>	327	64	43	59	48	90
<i>as a result</i>	708	139	70	97	51	96
<i>consequently</i>	356	70	173	240	111	209
<i>for this reason</i>	75	14	24	33	9	16
<i>hence</i>	700	137	229	318	162	305
<i>in this case</i>	235	46	89	123	69	129
<i>in this respect</i>	47	9	58	80	10	18
<i>in this way</i>	659	129	19	26	19	35
<i>of course</i>	408	80	111	154	65	122
<i>so that</i>	1066	209	86	119	39	73
<i>then</i>	4685	921	282	391	206	388
<i>therefore</i>	4229	832	747	1038	397	747
<i>thus</i>	3268	643	554	770	662	1246
<b>TOTAL</b>	27423	5395	3131	4351	2287	4307

### 4.3.4 Conjuncts (enumerative) quantitative: ChemCorp vs. ChAcEMA

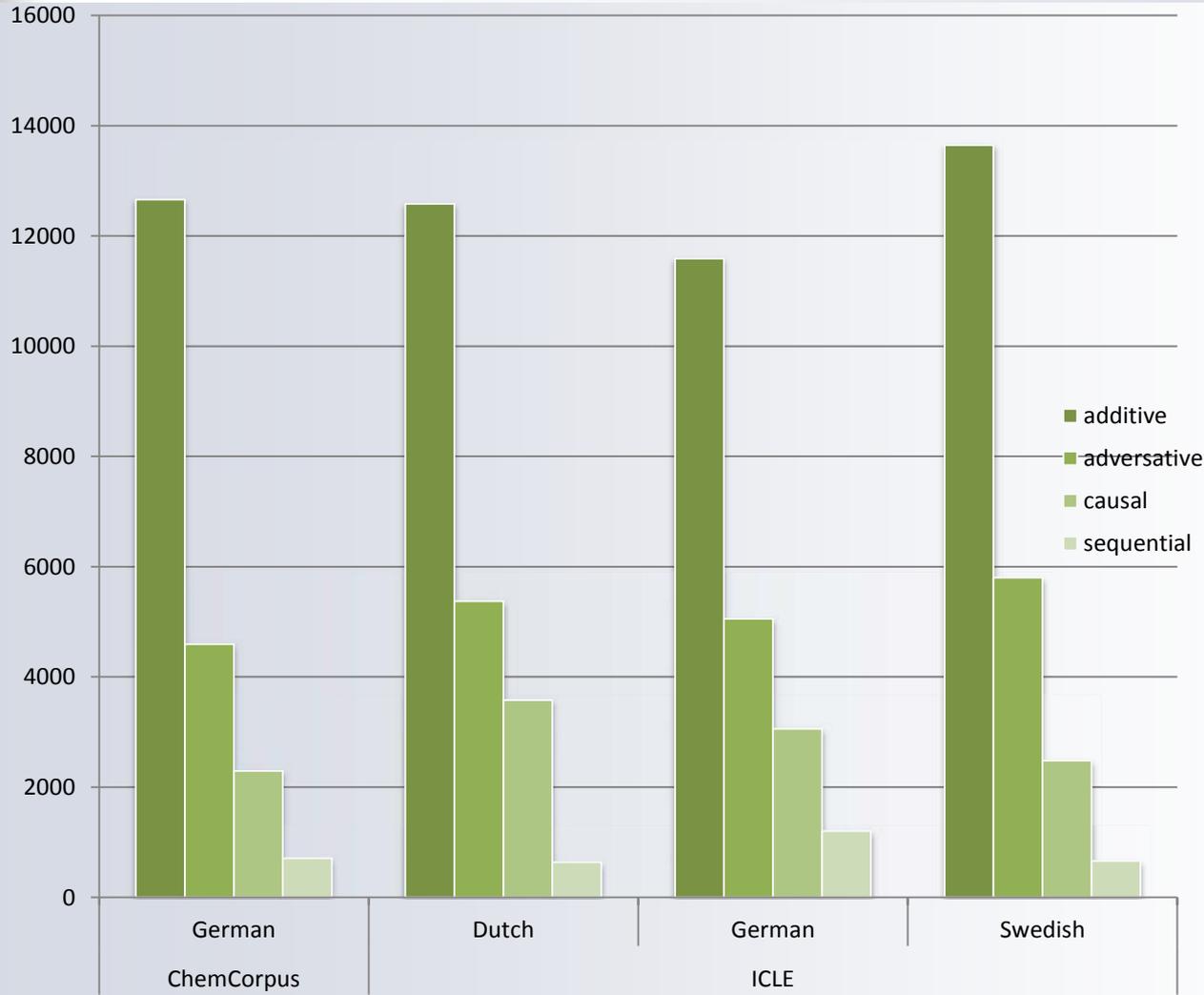


detailed data distribution not good for hard tests, so (courtesy M. Hofmann):

- frequencies transformed into ranks (Sheskin 2011)
- assumptions: gvlma (=Global Validation of Linear Models Assumptions; Peña & Slate 2006)
- Kruskal-Wallis test (non-parametric equivalent to ANOVA):  
 $\chi^2 = 7.86$ ,  $df = 2$ ,  $p = 0.02$
- Dunn's posthoc test (incl. adjustment of p-values in multiple comparisons according to Holms (1979):

corpus	Z statistic	p value
ChemBA – ChemMA:	0.653504	(0.26)
ChemBA – ChAcEMA:	2.034776	(0.04)?
ChemMA – ChAcEMA:	-2.688280	(0.01)

### 4.3.5 Conjuncts by function in European learner corpora (Albrecht 2013: 36, Figure 11)



comparable?  
ChemCorpEssays  
are more academic  
(e.g. references,  
quotes;  
untimed=edited)

### 4.3.6 Conjunct *because* in 6 Cameroonian, Chemnitz/German, Chinese MA theses

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

**Corpus Files**

- CAMDIPESII2010fALan:
- CAMDIPESII2010fALit.t
- ChemMALitf.txt
- ChemMALm.txt
- CMAC06SP\_14\_Lang.tx
- CMAC10LIT\_5\_Lit.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

**Concordance Hits 118 Total Plots (with hits) 6**

Plot: 1 FILE: CAMDIPESII2010fALang.txt



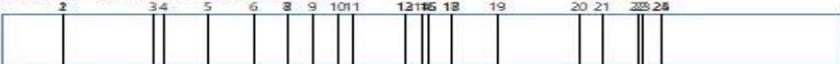
Hits: 10  
Chars: 96369

Plot: 2 FILE: CAMDIPESII2010fALit.txt



Hits: 63  
Chars: 154139

Plot: 3 FILE: ChemMALitf.txt



Hits: 25  
Chars: 211393

Plot: 4 FILE: ChemMALm.txt



Hits: 6  
Chars: 182490

Plot: 5 FILE: CMAC06SP\_14\_Lang.txt



Hits: 7  
Chars: 106739

Plot: 6 FILE: CMAC10LIT\_5\_Lit.txt



Hits: 7  
Chars: 116283

**Total No.**  
6

**Files Processed**

**Search Term**  Words  Case  Regex

because

**Show Every Nth Row** 1

**Plot Zoom** x1

## 5. Sentence structure (local level)

**5.1** "local" errors may be 1<sup>st</sup> language induced and culture-specific  
(“Chinese does not have articles/determiners”)

**5.2** "local" errors may target-language-(and culture-)specific  
(“English uses a complex system of modal auxiliaries”)

**5.3** some errors may be academic-writing related (nominalisations, compounds)

**5.4** test usage using on-line data-bases/corpora

byu-corpora

(google scholar)

**5.5** find good models in your area to interest, library, ...

## 5.2 Examples: abstracts (CMAC05CU\_31)

This paper attempts to conduct a contrastive study on the realization of requests in Chinese context and English context from the pragmatic perspective, with the framework provided by linguists Blum-Kulka and House. Western scholars have made a multilingual investigation on the request strategies and found that all languages studied preferred conventionally indirect strategy. While Chinese scholars claim that Chinese did not fit into the frame and developed a new perspective to justify the conclusion. Through data collecting and data coding, this paper, with its own proofs and methodology, tries to reach the same conclusion with other Chinese researchers in this field.

A research is included in this paper in which data is collected by the instrument of observation sheets distributed among altogether 70 university of different majors in two universities. They are required to record all the requests they have made, received and overheard within a week. The data mostly derived from the authentic conversation and is valid for coding and analyzing.

To widen the scope of request strategies studies, the reasons for the differences in the choice of the request strategies between the Chinese speakers and English speakers are put forward with the consideration of the politeness theory, proposed by Brown and Levinson (1978 and 吉林大学硕士学位论文 iii 1987). Since China and other English speaking countries favor the different politeness systems, it is no doubt that politeness systems will influence the adoption of request strategies. Equally important, cultural variables, such as collectivism and individualism and the social power distance are valued with diverse attitudes in different cultural backgrounds, which also account for the differences.

A pedagogical suggestion for improving the appropriateness of English requests is presented in the last part of the paper in hope to help English learners avoid the cross-cultural communication failure and enhance their communicative competence.

great academic word list

prepositions

articles (specificity+definiteness)

idiomaticity

## 5.2 Examples: abstracts (CMAC05CU\_31)

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## 5.2 Examples: abstracts (CMAC05CU\_36)

great academic word list

prepositions

articles

style (level)

Culture and language are closely related to each other. It's impossible to translate one language into another without considering the cultural factors involved. In this sense, translation is a cross-linguistic and cross-cultural communicative activity. The ultimate purpose of translation is to promote the cross-cultural exchange. Translation, in its essence, is an activity of transformation between cultures with their own language as cultural carrier. Then, how to realize the transformation of cultural connotation from the source language to the target language has become one of the important criteria to judge whether the translation is successful or not. Both English and Chinese words carry different cultural connotation respectively, so we have to master the two languages if we are intent on holding the two cultures. Among the elements of a language, lexical word is a basic one. As the main unit of expressing language meaning, words involve abundant cultural connotation due to the cultural influence in the long process of being used.

Language is a part of culture and is the carrier of culture as well. Language and culture cannot be separated from each other. Language would be meaningless without culture and culture would be unimaginable without language. Translation, therefore, is not only an inter-lingual transformation but also an intercultural transformation. There exist many similarities and differences between the two languages of English and Chinese; the similarity makes general culture, while the dissimilarity forms heterogeneity. Lexical gap refers to the phenomenon of non-equivalence in both of the two languages. That is to say, the referent object in the source language does not exist or seldom appears in the target language; or referent meaning in the two languages is the same, but the semantic meaning is different, or the denotative meaning is the same, but the pragmatic meaning is different. Different cultural backgrounds II have their own traits and their unique words in expressing cultural heterogeneity, which, when reflected in the target language, will cause the phenomenon of lexical gap or semantic gap...

## 5.2 Examples: abstracts (CMAC05CU\_36)

great academic word list

prepositions

articles

style? (level)

Culture and language are closely related to each other. **It's** impossible to translate one language into another without considering the cultural factors involved. In this sense, translation is a cross-linguistic and cross-cultural communicative activity. The ultimate purpose of translation is to promote **the** cross-cultural exchange. Translation, in its essence, is an activity of transformation between cultures with their own language as cultural carrier. Then, **how to realize** the transformation of cultural connotation from the source language to the target language has become one of the important criteria to judge whether the translation is successful or not. Both English and Chinese words carry different cultural connotation **respectively**, so we have to master the two languages if we are intent on holding the two cultures. Among the elements of a language, lexical word is a basic one. As the main unit of expressing language meaning, words involve abundant cultural connotation due to the cultural influence in the long process of being used.

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## 6. Conclusion: advice

### 6.0 Find out from professors, students and model texts the “terms of trade” in your department

**6.1** writing, esp. editing your own draft is a **craft** (=can be learnt by practise) that determines the success of academic careers

from global to local: on macro-, meso-, micro-level

**6.2** hierarchy: start with “**global**”, i.e. sections - subsections - paragraphs,  
finish diligently with details on **local** level: the right word, idiomaticity  
(**esp. prepositions**), grammar (**esp. articles**), punctuation (**e.g. : ;**)

**6.3** use electronic resources as aids:  
spell-, style, grammar checker

**6.4** although it is best to find out conventions from local sources, most are “**global**”!

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