Academic Writing for Chinese Students: From Reading to Writing. From Global to Local

Josef Schmied
English Language & Linguistics
Chemnitz University of Technology
https://www.tu-chemnitz.de/phil/english/sections/ling/presentations_js.php
josef.schmied@phil.tu-chemnitz.de
1. Introduction/Explanations
1.1 “Big view” (=bird’s eye=top-down=holistic=global)

- macro- \rightarrow meso- \rightarrow micro-level
  - chapter/section \rightarrow paragraph \rightarrow sentence

writing as process:
  - planning \rightarrow writing/drafting \rightarrow editing

  “Don’t hand in your first draft!”

  time 20% 50% 30%

writing as result (e.g. BA/MA thesis of 40+/60+ pages):
  - introduction \rightarrow main body \rightarrow conclusion

  length 20% 60% 20%
1.2 Meanings of “global”

- macro-level, holistic, a bird’s eye view (in contrast to “local”)

- world-wide, similar discipline-specific conventions

- applies to several genres, like (research) articles, MA theses, conference abstracts

  can be compared on a similar, sound empirical basis
1.3 “Writing”

Types of literacy
- traditional literacy
- multimedia literacy
- academic literacy (skills):
  - information collection
  - information processing

information presentation (constructionism):
- discourse community: genre conventions (expectations)
  vs.
- writer identity - audience/readership relationship
  NOT: “spontaneous overflow of powerful feelings”, but a craft!!
  → metalanguage
1.4 “Non-native” “academic” writing

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?, MA?)

NOT argumentative essay writing in practical language teaching/learning,
as in ICLE=International Corpus of Learner English
1.5 Types of Writing at University (genres)

**Language Practice (Learning): “Expository/Argumentative Essay”**
- a type of discourse used to explain, describe or inform.
- Purpose: to give the reader a balanced account of a subject, in a neutral, objective tone
- introduction > body > conclusion
- persuasive: pro+ con

**Subject Learning: “Academic/Research Paper”**
- Purpose: to convince the reader of the validity of your point of view.
- clearly state an opinion rather than appearing neutral
- still appeal to the reader's logic rather than emotion
1.5 “Reading”

Close reading is intensive work: understanding, categorization, selection

1. Read with a pencil in hand, and annotate the text.

2. Look for patterns in the things you've noticed about the text—repetitions, contradictions, similarities.

3. Ask questions about the patterns you've noticed—especially how and why.
2. Key concepts in 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 ...

- research discourse
  - popularisation
    - specialised -> popular discourse
- instructional discourse
  - popular academic novice discourse
2.2 Academic research cycle

Figure 1: The Academic Research Cycle

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)

**Student "literacy"**
- essays (argumentative!)
- seminar papers
- MA/BA thesis (persuasive!)
- seminar presentations

**Science "journalism"**
- popular science articles
- popular blogs (David Crystal)
- popular science films (Horizon)
- popular science books
- science slam

**Novice Academic English**

**Discipline-specific**

**Culture-specific**

**Author-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*)
## 3. Gobal paradigms: texts =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 1st 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:

Introduction M Methodology R Research A And D Discussion

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

A = analysis, i.e.
- examples as evidence
- statistical tables as summaries
- significance to generalise

C = conclusion, i.e.
- 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

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

(cf. Schmied 2015: 17-20)
available in academia.edu
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

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
ToC of a BA thesis with a non-IMRAD structure

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
Revised ToC of a BA thesis with non-IMRAD structure

metalanguage terms / expected general academic phrases:
2. Theoretical background
   2.1. Definition, key concept
   2.2. Types
   2.3. Theories
3. Case study

“historical perspective” is always an option in humanities and social sciences

should subheadings be more explicit? like
4.1. Polish Migration to the UK before the accession of Poland to the EU in 2004, etc.

should general phrases be supplemented by project-specific one? like
2.3.2. Lee’s Migration Theory: Push and Pull Factors
IMRAD structure in 20 lang./lit. MA samples from Cameroon, Germany, China

| disc. | Lang. | 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 |
|-------|-------|--------|-----|---|----|----|----|---|----|----|----|-----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|
|       | 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  |
|       | CamC  | 10     | 10  | 4 | 4  | 9  | 0  | 0 | 0  | 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 | 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

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>File Name</th>
<th>A</th>
<th>I</th>
<th>IN</th>
<th>IR</th>
<th>IF</th>
<th>M</th>
<th>ML</th>
<th>MC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>CMAC06ME_23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC05PR_21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC05RE_18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC06SE_22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC05SY_18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC05WR_20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC06MO_18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC06PH_19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC06SP_14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>CMAC12PH_2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Language</td>
<td></td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Methodology

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>File Name</th>
<th>A</th>
<th>I</th>
<th>IN</th>
<th>IR</th>
<th>IF</th>
<th>M</th>
<th>ML</th>
<th>MC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lit./Culture</td>
<td>CMAC05LIT_28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC09LIT_32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC10LIT_5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC10LIT_7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC10LIT_15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC10LIT_21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC11LIT_16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC12LIT_10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC12LIT_12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lit./Culture</td>
<td>CMAC12LIT_17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Lit./Culture</td>
<td></td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Analysis

- Chinese Lit/Cult theses have no methodology
- All have an abstract
- Lang tend towards more detailed conclusions

### Conclusion

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>File Name</th>
<th>A</th>
<th>I</th>
<th>IN</th>
<th>IR</th>
<th>IF</th>
<th>M</th>
<th>ML</th>
<th>MC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Language</td>
<td></td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## TOTAL

|        | 20 | 20 | 3  | 9  | 10 | 6  | 0  | 1  | 1  | 0  | 5  | 5  | 10 | 18 | 9  | 10 | 20 | 19 | 20 | 7  | 9  | 9  |
4. Information management: in/between paragraphs (meso-level)

but written for Dutch users of English, for short argumentative texts!
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 [??JS]
- 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 Theme and focus in sentences and paragraphs
4.6 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.

The theme may depend on the previous focus of previous theme!
4.7 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 unfortunately not the case that knowledge of the mechanical
2. Unfortunately, an instantaneous comparison was not possible
3. Unfortunately, exact information on gas usage is unavailable
4. Unfortunately, one has no a priori way of predicting
5. Unfortunately, neither easily works.
6. Unfortunately, there are as yet no reliable calculations that
7. Unfortunately our experience is confined to an equilibrium ...
8. Unfortunately, the energy resolution of a neutrino telescope is ...
9. ... technique to obtain black hole masses which, unfortunately, is unfeasible
10. Unfortunately, lack of information about the collective ...
11. Unfortunately, the complexity of each subprocess also grows ...
12. Unfortunately these theorems tell us practically nothing about ...
13. Unfortunately there are very few analytic results available
14. Unfortunately, all recent experiments are, in principle,
15. Unfortunately, all those exciting recent experiments are
16. Unfortunately, those prior art solutions require daunting experiments
17. Unfortunately, the NID is uncomputable since the constituent ...
18. Unfortunately, in many places such information is getting harder ...
19. It's a good protective barrier," says Hildebrand, "unfortunately."
20. Unfortunately, because of the rarity of plant data from this ...
4.8 Reference (micro-): esp. pronouns

(1) According to some people, doing a degree in arts and humanities is the same as committing suicide: they are thought to have no chance of finding any suitable employment.

(2) The Industrial Revolution brought along social abuses and represented a spiritual void. The Victorian Age reacted to this void with a reassessment of British culture: institutions such as the BBC, the publishing company Penguin and several other projects stimulating music, theatre and dance were founded.

(3) Gnosticism was a movement which strove for esoteric knowledge. This knowledge was related to the divine nature of the human soul and was secret. The gnostic path to this esoteric consciousness was a kind of pilgrimage: they travelled in their souls, searching for divinity.

(4) The career prospects of young children are already influenced, positively or negatively, at a very early stage, depending on the child’s parents’ income.

(5) Every country has to deal with the immigration problem in their own way.

(6) Greenpeace is not only concerned with the pollution that is caused by new developments such as genetic engineering but also with the balance in nature. It is of the utmost importance to maintain this balance in nature, because it forms the basis of all life in this world.

(7) The impact of some of the articles and reports by journalists in newspapers or on television is much greater than when it is said by the average citizen.

(8) To call for changes in society cannot be of any immediate help to the individual patient. What they need is the assurance that they can live without having to be afraid of their emotions and without their obsessive addiction to food.
5. Critical Revision for natural language/idiomaticity on the local level

5.1 "local" errors may be 1st 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.
5.2 Examples: abstracts

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.
5.2 Examples: abstracts (CMAC05CU_36)

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...
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 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...
6. Conclusion: advice

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 neglected considerations:
a) planning: psychological “writing block”
   “do not wait for “spontaneous overflow” – make a global plan based on a best practise model
b) 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 find good models in your area to copy + practice makes perfect...
References


