Doctoral Seminar "Digital Humanities" on Academic Writing 2
Modena, 29/11/22

Writing Research Articles for International Journals:
Global Principles & Practices
for Non-Native Research Novices

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1.2 Meanings of "global" (cf. Schmied 2018)

= macro-level, holistic, a bird's eye view (in contrast to "local")

= world-wide, similar discipline-specific conventions

= applies to several genres,
e.g. (research) articles, funding applications, conference abstracts

→ can be compared (Schmied 2011) on a similar, sound empirical basis
    e.g. TOKEN 2023: German, Italian, Czech
→ national disciplinary traditions? - converging conventions?

1.3 Levels in writing

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

writing as a process:
planning – writing/drafting – editing
"*Don't hand in your first draft*!"
time   20%   50%   30%

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

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 Three 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)

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2. Concepts
2.1 Definitions of academic writing

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; etc.).

2.2 Teaching 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 (Hyland 2002, 2012).

compare linguistic and sociobiographical/textual variables
- students with other students,
- progress from BA to MA to PhD theses, 1st draft to final theses, etc.

theoretical 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; Germany/Czech Rep./Italy
- general trend: included in MA (PhD) courses world-wide (e.g. Chemnitz)

2.3 Focus

o **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)

o "global rhetorical structures" and
argumentation consistency in headers (title, sections), keywords, etc.

2.4 (Academic) Metadiscourse, Metalanguage

= language about language/discourse, i.e.
information management/reader guidance beyond the plain proposition
o academic writing in advanced language/*lingua franca* (ELF, Mauranen 2012)
o textbooks for teaching:
international (Swales/Feak 2012) and national (Siepmann et al. 2011, Hannay/Mackenzie 2017)
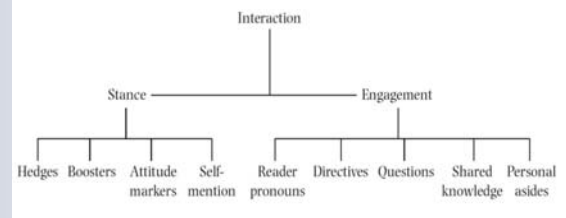
fields of study:
- "global text management", argumentation structure (see Schmied 2018) IMRaD -> paragraphing -> cohesion (*thus, conclude*)
- "local" text management,
text cohesion --> cognitive coherence (*first, then*)
- writer - reader "interaction", incl. address (*you, we*)
- writer commitment 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*)

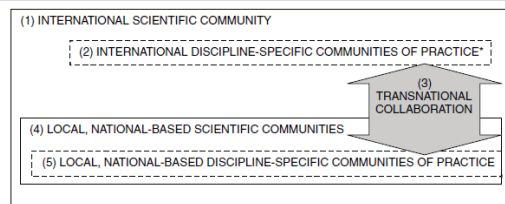## 2.5 Scientific discourse in the communities

FIGURE 3.2 Proposed social framing context for scientific discourse

Figure from Pérez-Llantada (2012)

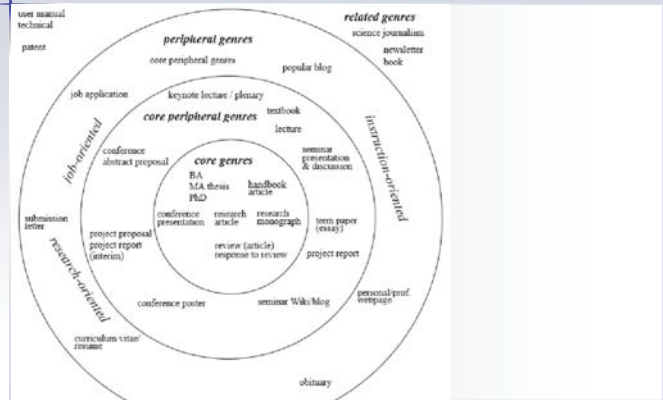(on dissemination platforms see Schmied, J. 2021).

2.6 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 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)

2.7 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

2.8 Prototype approach to genres in academic writing

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3. Global argumentative organisation structure
3.1 IMRAD =

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

3.1 AIMAC = revised IMRAD structure with (meta-)discourse indicators
to indicate consistency of headlines and text (Schmied 2015)

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

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3.2 IMRaD application: BA thesis

IMRaD structures can be found/used in many academic genres (as a starting point for global text structures)
BUT
- it is most suited for small empirical case studies and
- here it serves only as a (frequent) example of global structure
HERE the emphasis is
- community-specific journal texts must be analysed and tried out by novices wishing to enter the community

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3.2 IMRaD application: BA thesis non-IMRaD

Polish Migration to the UK

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.

3.2 IMRaD application: Funding Application
---> appearance + substance + persuasiveness

explicit title: subtitle
(executive summary?)

1. (national) context, personal motivation?

2. Previous work
2.1. pre(liminary) studies
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

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3.3 Examples of RA paradigms
non-native writers

RICHMOND SADICK NGULA

EPISTEMIC MODAL VERBS IN RESEARCH ARTICLES
WRITTEN BY GHANAIAN AND INTERNATIONAL
SCHOLARS: A CORPUS-BASED STUDY OF THREE
DISCIPLINES

Brno Studies in English
1. Introduction and research questions
2. Epistemic modality in academic writing
3. Previous research on epistemic modality in RAs written by non-native authors
4. Corpora and methodology
    4.1 The corpora
    4.2 Procedure of analysis
5. Results and discussion
    5.1 Overall frequency of epistemic modal verbs
    5.2 The commonly used epistemic modal verbs
    5.3 Degrees of epistemic modal strength
    5.4 The phraseological pattern: May + (Very) Well+ Main Verb/V
6. Conclusion and implications
References

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3.3 Examples of RA paradigms
non-native writers

English MA Theses at a German University before and after the Bologna reform: Comparing global rhetorical structures...
1. Introduction
2. Pre- and Post-Bologna Systems at German Universities: Conventions
3. Review of Central Concepts
    3.1 Global Rhetorical Structures: Moves
    3.2 Stance
    3.3 Stance in that Complement Clauses
4. Corpus and Method
    4.1 The ChemCorpus as Data
    4.2 Corpuslinguistic Methodologies
5. Results and Discussion
    5.1 Global Rhetorical Structures
    5.2 Stance Through that Clauses
6. Conclusions
References
Appendix
Tables
Figures

TOKEN
A Journal of
English Linguistics
ISSN 2299-5900
Volume 1/2012

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3.3 Examples of RA paradigms
non-native writers: compromise? through specific subtitles?

1. Introduction: digitalisation & globalisation
2. Methodology
    1. Data Collection: university repositories / CLARIN
    2. Data Processing: problem-specific tagging, antconc
3. Analysis
    1. Correlations: RQs/RHs? (independent variables: age, gender, subject, etc.)
    2. Results: pattern-adoption through (sub-) disciplines
4. Conclusion
    1. Context: discourse community vs. identity?
    2. Limitations: case study
    3. Further Studies: more culture-specific case studies

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3.4 RA paradigms non-native writers: exercises*
mark each sentence according to extended IMRaD/IMAC structures

Original Paper | Open Access | Published: 25 October 2021

A semantically annotated corpus of tombstone inscriptions

Johan Bos ✉

International Journal of Digital Humanities (2021) | Cite this article

90 Accesses | 6 Altmetric | Metrics

*all from (open) student accessible journals! receptive & productive!

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Sections   Figures   References
Abstract
Introduction
Collecting and interpreting tombstone data
Information on stones: a formal characterisation
A formal description of tombstone phenomena
Automatic reading of tombstones
Conclusion and future work
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About this article

Abstract

The digital preservation of funerary material is of interest to many different scientific disciplines. Textual information found on tombstones often goes far beyond the expected (name of the deceased, dates of birth and death), and may include information about commemorators, family roles, occupations, references to biblical or other texts, places of birth and death, cause of death, epitaphs and poems. Gravestones are multi-modal media, and besides text are often decorated with artistic symbols. To capture this information in a systematic way and make it available on a large scale for research purposes, a meaning representation based on linking entities by relations has been designed that will extend search capabilities beyond simple string matches. Concepts are represented as WordNet synsets, and a vocabulary of 32 relations make connections between concepts. This formalisation has been developed and evaluated based on a dataset of more than 1,000 Dutch tombstones.

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Original Paper | Published: 27 April 2021

Using mixed methods to study the historical use of web beacons in web tracking

Janne Nielsen ✉

International Journal of Digital Humanities (2021) | Cite this article

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Sections   Figures   Refer
Abstract
Introduction
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About this article

Abstract

Historical studies of the use of tracking technologies collecting data about web users and their behaviour can help us understand the spread and implications of web tracking. This article presents a historical study of the use of a specific tracking technology, the web beacon, on the Danish web from 2006 to 2015 using archived web materials from the national Danish web archive. The study combines a large-scale quantitative mapping of the use of web beacons on the Danish web with a qualitative study of specific websites. Using this mixed-method design, the article identifies the prevalent third-party domains setting web beacons and the different purposes for beacon use. The findings show the ratio of Danish to international third-party domains involved in the tracking and the development, over time, of what types of beacon providers are dominant on the Danish web. The article also addresses the methodological challenges related to using archived web for a mixed-method historical study of web tracking.

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3.4 RA paradigms non-native writers: exercises
discuss also the choice of keywords and title!

📄 PDF (0.43 MB) | Feedback

Abstract(s):
The present study examines stance-taking resources engaged in the performance of branded masculine YouTube identities. It aims at determining the role of Attitude and Graduation, two aspects of Martin and White's (2005) Appraisal framework, in the construction of branded masculinity on popular American YouTube vlog channels. The paper also presents adjustments to Appraisal system, which enable its applicability to gender identity analysis in terms Anderson's Inclusive masculinity theory (2009), namely a developed Affect:Dis/inclination subcategory and a new category of Ironic heterosexual recuperation, which prove to be of considerable importance for determining the resources for the construction of blended masculinities in YouTube vlogs. The quantitative and qualitative analyses of the Appraisal resources employed in the speech of male vloggers has shown that branded masculine identities predominantly rely on the hybridization of orthodox and inclusive masculinities construed by means of evaluative stances targeted at a range of activities, people, objects, concepts indirectly indexing the either of the two types of masculinities.

Keywords:
gender identity; branded identity; hegemonic masculinity; inclusive masculinity; Appraisal analysis; YouTube vlogs

References:
[1] Anderson, Eric (2009) Inclusive Masculinity: The Changing Nature of Masculinities. London: Routledge.

Slide 1

Articles

Lexical bundles in three oral corpora of university students

Author: Purificación Sánchez Hernández ✉

Abstract

On the basis of previous lexical bundle studies, this paper examines the forms, structures and functions of 4-word bundles in three corpora of spoken English, one of them of native speakers of English and the remaining two of non-native speakers of English, corresponding to university students in their first year of an English Studies degree and to the same students after two years of university instruction. The study focuses on three major characteristics: the overall distribution of bundles, their typical structures and their functions. The findings show significant differences in the types of lexical bundles used by native and non-native students, as well as in their structure and function.
Our results support the idea that lexical bundles are important components in oral discourse. One of the pedagogical implications of this paper is that Spanish students should be exposed to more samples of spoken language.

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4. Structural consistency & coherence

4.1 Global/Macro-level consistency

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

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

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

Slide 3

4.2 Cohesion to help finding coherence

4.2.1 Explicit cohesive devices in non-native writing

formal:
conjunctions: *but, while*
adverbs: *first, then, finally*
functional:
sentence adverbials, e.g. clause-initial adverb **ly,*

function	prototype	elaborate
additive	*and*	*in addition*
adversative/contrastive	*but*	*"unfortunately"*
sequential/temporal	*then*	*subsequently*
causal	*because*	*since*

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4.2.2 Adjuncts in the *Nordic Journal of English Studies*

ClauseLink	KE01h	KE02h	TZ01h	TZ02h	CMall16	UK01h	mean22
adjuncts							
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

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5. Conclusion

Academic English is an accessible and useful topic for research novices
global metadiscourse conventions can be learnt easily and inductively
- junior writers, MA/PhD 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 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)?
- 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!

Slide 6

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