学术互动的元话语视角：

概念、方法与个案

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语言学专题：学术话语研究

（1）学术互动的元话语视角：概念、方法与个案

（2）学术话语的体裁与学科间性：文献评述与研究个案

（3）语料库与学术话语研究：科研选题与论文写作

学术英语/话语：

- 与日常教学密切相关

- "中国学术走出去"

- 实证研究操作性强、易上手

"语言教学活动着重解决学生在专业学习过程中遇到的语言问题，以培养与专业相关的英语能力为教学重点"

——《大学英语教学指南》

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表："十三五"期间发表在我国外语类主要期刊上的有关外国语言学与外语教育教学研究论文的主题词频次

王文斌.2021.关于"十三五"期间的外国语言学及外语教育教学研究[J].《外语学刊》,(2):1-15+131.

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We are given methods and means of studying texts in ways that make sense in environments where we also have to teach, develop pedagogy, produce course materials and the like

(Swales, 2001, p.45)

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- 抓住基础理论
- 创新课题研究
- 作出科学论证

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学术互动的元话语视角：

概念、方法与个案

- 学术话语的人际互动
- 什么是元话语?
- 元话语分析路径
- 元话语在话语研究中的应用
- 元话语的教学启示

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01 学术话语的人际互动

Social interaction in academic discourse

Academic discourse refers to the ways of thinking and using language which exist in the academy (Hyland, 2009).

To appreciate language in its social context, we need to focus not on language alone, but rather on . . . Discourses. Discourses include much more than language. [They] are ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing that are accepted as instantiations of particular roles . . . by specific groups of people. . . . (Gee, 1996)

- Research discourse
- Institutional discourse
- Pedagogical discourse
- Students' discourse
- Popular discourse

Slide 1

Conduit metaphor

Traditional view of academic writing
- objective, dry and faceless
- dealing directly with cold facts

Writing is regarded as an autonomous system that we all understand and use in roughly the same way.

Barber, Charles. (1962). Some **measurable** characteristics of modern scientific prose. In F. Behre (Ed.), *Contributions to English syntax and philology* (pp. 21-43). Gothenburg, Sweden: Almqvist and Wiksell.

Slide 2

对科学表述的反思

1930s — 1970s **科学社会学**
　　　　　　科学进步的社会条件与社会功能

1980s — 2000s **科学知识社会学**
科学知识社会学（SSK）实地观察和描写科学家及其科研过程，揭示出科学知识并非仅由科学家"发现"的客观事实组成，而是**通过科学家诉诸各种修辞手段将其"辩说"成具有普遍真理的有效知识。**

WRITING BIOLOGY
Texts in the Social Construction of Scientific Knowledge
Greg Myers

Laboratory Life
The Construction of Scientific Facts
Bruno Latour · Steve Woolgar
Introduction by Jonas Salk
With a new postscript by the authors

OPENING PANDORA'S BOX
A sociological analysis of scientists' discourse
G. NIGEL GILBERT and MICHAEL MULKAY

Slide 3

The idea that academic writing is an objective and impersonal kind of discourse, designed to deal simply with the presentation of facts, has now been largely superseded by **a more constructivist view which sees it as a persuasive endeavour**, saturated with the textual traces of the ways the author steps into a text (Jiang & Hyland, 2015).

"It has been fashionable among applied linguists in recent years to search for evidence of greater interactivity in academic prose and identify the ways that writers craft an inclusive relationship with their readers" (Hyland & Jiang, 2017, p.40).

Slide 4

02 什么是元话语?

The linguistic expressions by which writers and speakers build interaction and persuasion with readers and listeners.

元话语 (*meta*discourse)

泛指关于话语的话语

"the linguistic expressions which refer to the evolving text and to the writer and imagined readers of that text" (Hyland, 2005, p.ix)

In comparing Text 1 and Text 2, the most striking difference is that the commercial text is very coherent, explicit and self-contained, whereas the authentic text is much more "messy". In the remainder of this section of the paper, we will examine in more detail some of the features which set these two texts apart – why one seems so coherent and the other rather disjointed – and which demonstrate why the EAP course books are not able to prepare students adequately for authentic lecture listening. These features will be examined under four headings: features of spoken language, the interpersonal strategies, discourse structuring and integration of listening with other media.

Flowerdew, John (1997). The teaching of academic listening comprehension and the question of authenticity. *English for Specific Purposes*, *16*(1), 27-46.

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the explicit ways that writers project themselves into their discourse to signal their attitude towards both the propositional content and the audience of the text (Thompson, 2001; Hyland, Wang & Jiang, 2021).

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元话语 (*meta*discourse)

Language serves in the expression of 'content', *transactional*, and in the expression of social relations and personal attitudes, *interactional* (Brown & Yule, 1983).

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Affect	Emotional evaluation of things, processes or states of affairs
Appreciation	Aesthetic or value-laden evaluation of things, processes and states of affairs
Judgement	The ethical evaluation of human behaviour

Martin, J. R., & White, P. R. R. (2005). *The language of evaluation: Appraisal in English*. Basingstoke: Palgrave Macmillan.

当代修辞学 2020 年第 3 期（总 219 期）

元话语和评价系统在人际意义研究上的互补*

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Overview of metadiscourse

Textual metadiscourse
1. Textual markers
logical connectives
sequencers
reminders
topicalizers
2. Interpretive markers
code glosses
illocution markers
announcements
Interpersonal metadiscourse
hedges
certainty markers
attributors
attitude markers
commentary

but

Text reflexivity
Connectors: *however, for example, therefore*
Reviews: have *assumed that ...., as previously mentioned*
Previews: *we show below that ...*
Action markers: *the explanation is ...., to illustrate this*

05.

Hyland (2005)

Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.

04.

Mauranen (1993)

Mauranen, A. (1993). *Cultural differences in academic rhetoric: A textlinguistic study*. Berlin: Peter Lang.

An interpersonal model of metadiscourse

A widely used model of metadiscourse is that proposed by Hyland (2004; 2005; Hyland and Tse, 2004) which distinguishes *interactive* and *interactional* resources (Thompson, 2001).

Thompson, G. (2001). Interaction in academic writing: learning to argue with the reader. *Applied Linguistics*, 22(1), 58–78.

The former are concerned with **ways of organising discourse** and reflect the writer's assessment of what needs to be made explicit to guide what should be recovered from the text.

The latter concern the writer's efforts to control the level of personality in a text and establish a suitable relationship to his or her data, arguments and audience, marking the degree of intimacy, **the extent of reader involvement and the expression of attitude and commitments**.
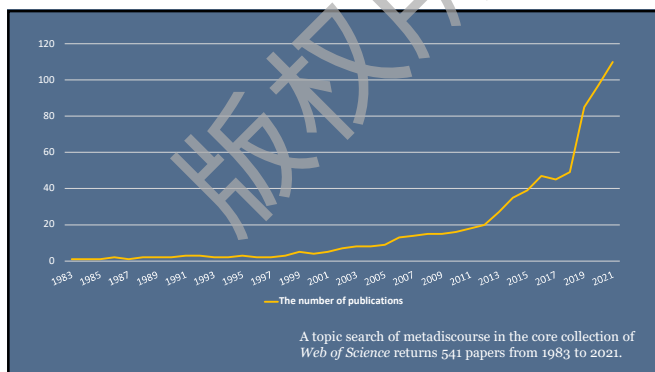
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泛指关于话语的话语

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Category	Function	Examples
Interactive	**Help to guide the reader through the text**	**Resources**
Transitions	express relations between main clauses	*in addition; but; thus; and*
Frame markers	refer to discourse acts, sequences or stages	*Finally; to conclude; my purpose is*
Endophoric markers	refer to information in other parts of the text	*noted above; see Fig; in section 2*
Evidentials	refer to information from other texts	*according to X ; Z states*
Code glosses	elaborate propositional meanings	*namely; e.g .; such as; in other words*
Interactional	**Involve the reader in the text**	**Resources**
Hedges	withhold commitment and open dialogue	*might; perhaps; possible; about*
Boosters	emphasize certainty or close dialogue	*in fact; definitely; it is clear that*
Attitude markers	express writer's attitude to proposition	*unfortunately; I agree; surprisingly*
Self mentions	explicit reference to author(s)	*I; we; my; me; our*
Engagement markers	explicitly build relationship with reader	*consider; note; you can see that*

A topic search of metadiscourse in the core collection of *Web of Science* returns 541 papers from 1983 to 2021.

Ken Hyland

Hyland, Ken (2005) *Metadiscourse: Exploring Interaction in Writing*. London: Continuum.

Overview of metadiscourse

01.
Harris (1959)
Harris, Z. S. (1959). *Computable syntactic analysis. Transformations and Discourse Analysis Papers: Vol. 15*. Philadelphia: University of Pennsylvania.

02.
Vande Kopple (1985)
Vande Kopple, W. J. (1985). Some exploratory discourse on metadiscourse. *College Composition & Communication, 26*, 82-93.

03.
Crismore (1989)
Crismore, A. (1989). *Talking with readers: Metadiscourse as rhetorical act*. Berlin: Peter Lang.

04.
Mauranen (1993)
Mauranen, A. (1993). *Cultural differences in academic rhetoric: A textlinguistic study*. Berlin: Peter Lang.

05.
Hyland (2005)
Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.

The reflexive model of metadiscourse

Category	Type of reference	Examples
Text-oriented	text or language itself	*In this essay, in the following*
Writer-oriented	writer persona	*By this I principally mean . . . , As I stated above*
Reader-oriented	imagined reader	*you may be thinking . . ., As you know, ...*
Participant-oriented	both writer and reader	What do we mean by . . . then? As we can see, ...

Ädel, A. (2006). *Metadiscourse in L1 and L2 English*. Amsterdam: John Benjamins.

The tripartite interpersonal model

Dimension	Features	Description
Organizing	Organizing Indirectly evaluating audience needs	Indirect/covert interaction with audience Organizing (Discourse management)
Involving/evaluative	Involving the audience Evaluating discourse importance Evaluating communicative situation	Direct/overt interaction with audience Involving Evaluative
Bi-dimensional	Organizing and evaluating Organizing and involving	Direct or indirect interaction with audience Organizing (Discourse management) Involving or evaluative

Bouziri, B. (2021). A tripartite interpersonal model for investigating metadiscourse in academic lectures. *Applied Linguistics, 42*(5), 970-989.

... ''late stage'' is characterized by high sugar requirements, large and persistent sporocarps with spores that are difficult to germinate. According to *this* **paradigm**, early stage species would spread predominantly via spore dispersal in young and disturbed habitats. [Medicine]

Metadiscursive nouns (Jiang & Hyland, 2016)

In this study, we **show** that inhibition of mammalian target of rapamycin (mTOR) signaling by rapamycin leads to an increase of Akt phosphorylation in Rh30 and RD ...

Metadiscursive verbs (许家金, 2019)

Slide 1:

The meaning of a text is **the result of these two elements working together**: an integration of talk about the experiential world and how this is made coherent, intelligible and persuasive to a particular audience (Mauranen, 1993; Hyland & Tse, 2004; Hyland & Jiang, 2018).

Slide 2:

FULL PAPER

Twisted Perylene Diimides with Tunable Redox Properties for Organic Sodium-Ion Batteries

Hamish Banda, Dijo Damien, Kalaivanan Nagarajan, Ashish Ra... and Manikoth M. Shaijumon*

Organic rechargeable batteries gain huge scientific interest owing to the design flexibility and resource renewability of the active materials. However, the low reduction potentials still remain a challenge to compete with the inorganic cathodes. This study demonstrates a simple and efficient approach to tune the redox properties of perylene diimides (PDIs) as high voltage cathodes for organic-based sodium-ion batteries (SIBs). With appropriate electron-withdrawing groups as substituents on perylene diimides, this study shows a remarkable tunability in the discharge potential from 2.1 to 2.6 V versus Na^+/Na with a sodium intake of ≈ 1.6 ions per molecule. Further, this study explores tuning the shape of the voltage profiles by systematically tuning the dihedral angle in the perylene ring and demonstrates a single plateau discharge profile for tetrabromo-substituted perylene diimide (dihedral angles θ_1 & $\theta_2 = 38°$). Detailed structural analysis and electrochemical studies on substituted PDIs unveil the correlation between molecular structure and voltage profile. The results are promising and offer new avenues to tailor the redox properties of organic electrodes, a step closer toward the realization of greener and sustainable electrochemical storage devices.

Slide 3:

03 元话语的分析路径

Two main types of approach, thin and thick, generally correspond to the two definitional traditions of metadiscourse

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Slide 4:

integrative perspective

non-integrative perspective

The broad approach, found in the work of Crismore (1989), Hyland (2005), and Vande Kopple (1985) sees metadiscourse as **the ways writers organize a coherent text and convey their attitudes to what is discussed in the text**.

The narrow approach, championed by Ädel (2006) and Mauranen (1993), talks of 'discourse reflexivity' and restricts its focus to **the way discourse talks about the on-going discourse itself**.

thin approach

thick approach

Ädel, A., & Mauranen, A. (2010). Metadiscourse: diverse and divided perspectives. *Nordic Journal of English Studies*, 9(2), 1–11.

The **thin approach** can be placed at the purely **quantitative** end, while the **thick approach** is considerably more **qualitatively** oriented.

The **thin approach** operates by retrieving (usually on a large scale) all occurrences of a pre-defined list of members of specific subsets.

The great advantage of this method is that the retrieval can be highly automatised, which makes it possible to compare frequency and distribution patterns across relatively large bodies of data. The analyst is able to obtain a good overview of the occurrence and distribution of metadiscourse in a given database, which then allows for quick comparisons across genres, registers and contexts of use.

approximately 400 search items

Hyland, K. (2005). Metadiscourse: Exploring interaction in writing. London: Continuum.

The **thick approach** operates by first retrieving possible candidates, then excluding irrelevant ones, and finally analysing extended units of metadiscursive meaning.

In this approach, the interesting part begins once the basic examples have been retrieved and established as relevant. The final analytical step typically involves an examination of lexico-grammatical co-occurrence patterns, or of the immediate discourse functions served by the larger unit in the discourse.

04 元话语在话语研究中的应用

discourse as connected text
discourse as language in use
discourse as social practice

A piece of discourse is an instance of spoken or written language that has describable internal relationships of form and meaning … that relate coherently to an external communicative function or purpose and a given audience/interlocutor. Furthermore, the external function or purpose can only be properly determined if one takes into account the context and participants … in which the piece of discourse occurs (Celce-Murcia and Olshtain 2000, p.4).

- discourse as connected text
- discourse as language in use
- discourse as social practice

Celce-Murcia, M. and Olshtain, E. (2000) *Discourse and context in language teaching: A guide for language teachers.* Cambridge: Cambridge University Press.

Topics with constant high frequency in metadiscourse research over the periods

	1983-2005		2006-2020		% normed change	Chi-value	*p*
	raw	normed	raw	normed			
Constant							
academic discourse	25	40.98	166	44.86	9.47	0.15	0.70
research articles	13	21.31	86	23.24	9.06	0.07	0.79
pedagogical implications	31	50.82	205	55.41	9.02	0.17	0.68
rhetorical strategies	21	34.43	137	37.03	7.55	0.08	0.78
academic writing	32	52.46	201	54.32	3.56	0.02	0.88

Hyland, K. & Jiang, F. K. (2022). Metadiscourse: the evolution of an approach to texts. *Text & Talk*.

The topics with the most dramatic changes in metadiscourse research

	1983-2005		2006-2020		% normed change	Chi-value	*p*
	raw	normed	raw	normed			
Significantly up							
business communication	5	8.20	120	32.43	295.68	10.51	0.00
student writing	5	8.20	118	31.89	289.08	10.21	0.00
expert writers	6	9.84	139	37.67	283.01	11.92	0.00
across languages	7	11.48	139	37.57	227.37	10.42	0.00
disciplinary variation	8	13.11	151	40.81	211.18	10.78	0.00
different genres	8	13.11	150	40.54	209.12	10.63	0.00
corpus-based study	18	29.51	298	80.48	172.75	18.41	0.00

Hyland, K. & Jiang, F. K. (2022). Metadiscourse: the evolution of an approach to texts. *Text & Talk*.

Slide 1

Corpus characteristics of student writing and expert writing corpora

Discipline		Students		Experts		Total words
		papers	words	papers	words	
Hard applied	Material Science	40	88,592	40	215,998	304,590
	Computer Science	40	105,509	40	35,6254	461,763
Hard pure	Physics	40	92,498	40	121,889	214,387
	Life Science	40	99,678	40	232,457	332,135
Total		**160**	**386,277**	**160**	**926,598**	**1,312,875**

Wang, J., & Jiang, F. (2018). Epistemic stance and authorial presence in scientific research writing. In P. Mur-Dueñas & J. Šinkūnienė (Eds.), *Intercultural perspectives on research writing* (pp. 195-216). Amsterdam: John Benjamins.

Slide 2

Central to successful research writing is the writers' ability not only to identify an important knowledge gap but also to present research claims and findings **in a way that readers find plausible and persuasive** (Aull & Lancaster, 2014; Hyland, 2004; Jiang, 2017).

A competent authorial identity is established by writers taking an stance on knowledge and **balancing the extent of authorial intervention against the convictions and expectations of their disciplinary readers** (Hyland, 2012; Jiang & Hyland, 2016).

Slide 3

One of the concerns of EAP is **to bridge the disparity of discursive practice between novice and expert writers.**

Henderson and Barr (2010) compared psychology students' texts and published articles, and find that student writers used fewer adjective and adverbial evaluative resources than experts.

Mansourizadeh and Ahmad (2011) show that the results and discussion section is the most typical one in which novice writers are less proficient in setting up rhetorical persuasion than experts.

Jiang and Ma (2018) compared research texts by educational PhD students and published writers and show that students do not always make inappropriately less use of interactional features.

Slide 4

Overall distribution of interactional metadiscourse across disciplinary writer groups

disciplines		corpus	per 10,000 words	SD	Log-likelihood	p
Hard applied	Material Science	Students	154.7	6.1	39.3	< 0.001
		Experts	185.5	3.0		
	Computer Science	Students	142.5	5.3	51.2	< 0.001
		Experts	172.2	3.2		
Hard pure	Physics	Students	118.3	4.8	0.1	0.742
		Experts	120.0	3.4		
	Life Science	Students	117.6	6.3	1.3	0.251
		Experts	112.6	4.0		

Wang, J., & Jiang, F. (2018). Epistemic stance and authorial presence in scientific research writing. In P. Mur-Dueñas & J. Šinkūnienė (Eds.), *Intercultural perspectives on research writing* (pp. 195-216). Amsterdam: John Benjamins.

Slide 1:

(1) The preliminary results **show clearly** a **well-defined** pore network at the nanoscale, with pore size **approximately** 1.7–2.4 nm in diameter and spaced **around** 5–8 nm apart.

(EW, material science)

(2) This **clearly demonstrates** that the orthogonality is **always** maintained between two tiers of the network. Table 1 **clearly points out** the additional reasons behind choosing circular polarized transmission over linear polarized transmission...　　(EW, compute science)

(3) Table 2.1 **shows** that the range of the optimal scanning speed is larger for the higher laser power, and it narrows for material with high thermal conductivity.　　(SW, material science)

(4) Compared with previously reported circuits, the LDO designed in this paper has a low area, low quiescent power and flexible current loads.

(SW, computer science)

Slide 2:

A likely consequence of PhD students' less adequate use of rhetorical means to explicitly construct an argument of pragmatism (Parry, 1998)

Knowledge claims in applied sciences accrue value with a practical rather than theoretical orientation and thus are strengthened by an explanatory qualification about how much the "co-existing but competing paradigms" are applicable to social problems (Parry, 1998, p. 297).

However, the persuasive engagement seems less compelling in pure sciences where arguments are mainly analytical and seldom justified for real-world application (Hyland, 2004; Parry, 1998).

Slide 3:
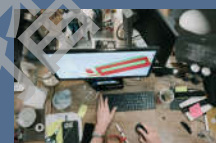
Turning to the two applied disciplines, the differences mainly appear in the **results and discussion** and **conclusion** sections.

Concordance plots typical of student and expert corpora

Plot 1　EW material science no. 11
Hits: 87　Chars: 30399

Plot 2　EW computer science no. 4
Hits: 99　Chars: 47587

Plot 3　SW material science no. 10
Hits: 95　Chars: 56207

Plot 4　SW computer science no. 21
Hits: 79　Chars: 17048

Slide 4:

05　元话语的教学启示

writer-oriented view of writing
reader-oriented view of writing
metadiscourse awareness

- to understand the relationship between language and its contexts of use;
- to employ this knowledge in the service of language and literacy education.

(Hyland, 2017)

- text-oriented view of writing
- writer-oriented view of writing
- reader-oriented view of writing

---

(1) to make expert writers' metadiscoursal features and strategies salient to students
  a. concordanced materials
  b. longer text fragments

(2) to cultivate the appropriate use of metadiscourse in students' written work
  a. classroom tasks: replacement tasks …
  b. writing for different audience
  c. peer feedback

(3) to develop certain dimensions of discursive competence
  a. critical thinking
  b. disciplinary identity

学术互动的元话语视角：

概念、方法与个案

- 学术话语的人际互动
- 什么是元话语?
- 元话语分析路径
- 元话语在话语研究中的应用
- 元话语的教学启示

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语料库与学术话语研究：

科研选题与论文写作

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学术英语是外语教学与研究的一种取向，它**突出目标话语共同体**，以文本为切入点，通过实证描述目标话语共同体共享的**特定语言特征、体裁资源和话语实践**，并以**此组织教学，提高学生体裁与修辞意识，使其了解交际目的和学科文化**，从而更好地加入目标共同体，构建学术身份（姜峰，2019）。

"A collection of naturally occurring samples of language which have been collected and collated for easy access by researchers and materials developers who want to know how words and other linguistic items are actually used" (Richards & Schmidt, 2010, p.137).

"It is difficult to imagine a domain of applied linguistics where corpus studies have had a greater influence than in the description of academic discourse" (Hyland, 2012, p.30).

LONGMAN
DICTIONARY OF
LANGUAGE
TEACHING
& APPLIED
LINGUISTICS

Jack C. Richards
Richard Schmidt

FOURTH EDITION
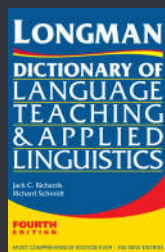
In pre-corpus days, studies of academic discourse typically focused on a few texts or on the situated actions of writers, and although these kinds of studies are still helpful today, corpus studies have brought a quantitative dimension to the picture.

Corpora offer evidence of typical patterning of academic texts, and afford us a method that focuses on community practices and the ways members of particular disciplines understand the world and talk about these understandings (e.g. Biber, 2006; Hyland, 2004; Swales, 2004).
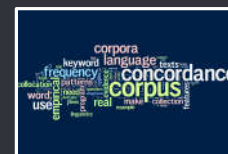
语料选取与建设
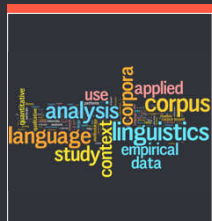
01. 自建语料库和开放语料库
02. 通用语料库和专门语料库
03. 口语语料库和笔语语料库
04. 本族语者语料库和二语学习者语料库
05. 专家语料库和新手语料库
06. 共时语料库和历时语料库

根据学术英语研究的目标与实际，研究者通常结合教学实际自建语料库（self-built corpus）

- 特定学科学术文本语料库
- 特定体裁学术文本语料库
- 特定群体学术文本语料库

We aimed at five journals in the discipline which had achieved the top ranking in their field according to the 5-year impact factor published by Thomson Reuters's *Web of Knowledge ISI* in 2020. Their **representativeness** was also confirmed by consulting professors in each discipline. We **randomly** selected 30 **single-authored** articles in the most recent 2 years by the alphabetical order of titles.

通用语料库（general corpus）通常代表一种语言的整体，而专门语料库（specialised corpus）代表语言的某一种用途或领域的语言。

British National Corpus (BNC), academic genres

Corpus of Contemporary American English (COCA), academic genres

Covid-19 Corpus (SketchEngine)

Michigan Corpus of Upper-level Student Papers (MICUSP)

The British Academic Written English (BAWE)

Database of English for Academic Purposes

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https://elicorpora.info/

https://app.sketchengine.eu/#dashboard?corpname=preloaded%2Fcovid19

https://app.sketchengine.eu/#dashboard?corpname=preloaded%2Fbawe2

DEAP Baby语料库，链接全文下载：
http://corpus.bfsu.edu.cn/info/1082/1813.htm

相对于笔语语料库，口语语料库建设难度相对较大，因为它受口语发生的即时多变环境影响较大，同时取样过程复杂困难。此外，口语语料库建立还需要转写，把口语语料人工手动转写成文本，以文字形式录入语料库。为了满足各种研究需要，在撰写口语语料时，通常还需要制定转写规则，规范记录口语特征（如停顿、犹豫、重复、强调等）的操作。

Michigan Corpus of Academic Spoken English (MICASE)

The British Academic Spoken English (BASE)

https://quod.lib.umich.edu/cgi/c/corpus/corpus?c=micase;page=simple

British Academic Spoken English Corpus (BASE) preloaded/base2

https://app.sketchengine.eu/#dashboard?corpname=preloaded%2Fbase2
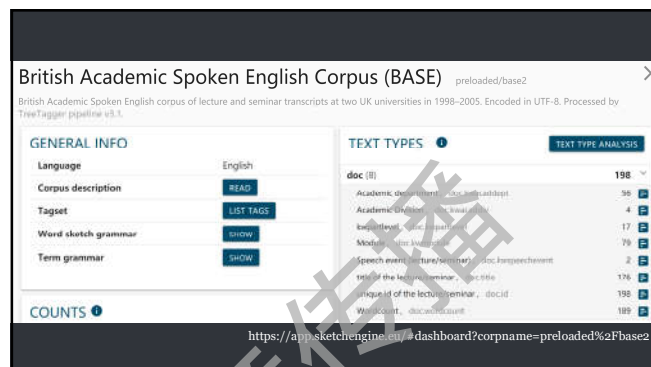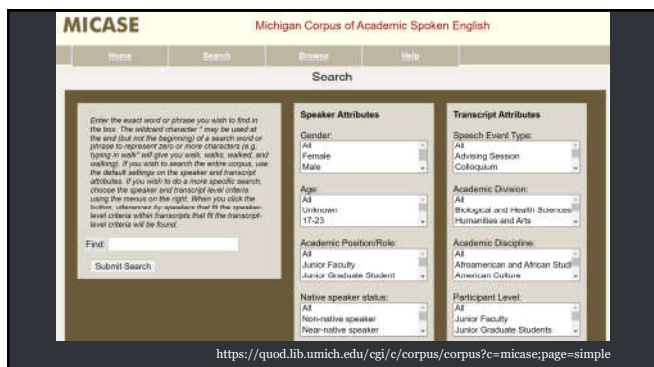
本族语者语料库通常收集的是英语作为母语人群产出的学术英语语料，而学习者语料库收集的则是英语作为第二语言学习者产出的语料。在研究中，我们常常把学习者语料库作为观察语料库，以本族语者语料库为参照语料库，进行对比分析，目的在于发现学习者语言的特点。

Contrastive Interlanguage Analysis (CIA)

- comparisons between native and learner varieties of one and the same language (Granger, 1996)
- uncover the features of non-nativeness of learner language (Granger 2014)
- the impressive expansion of the range of linguistic phenomena investigated (Granger, 2015)
- "patterns of over- and underuse of linguistic features can readily be identified…" (Granger, 2015, p.11)

The Louvain Corpus of Native English Essays (LOCNESS)

LOCNESS is a corpus of native English essays made up of:

    British pupils' A level essays: 60,209 words

    British university students essays: 95,695 words

    American university students' essays: 168,400 words

Total number of words: 324,304 words

https://www.learnercorpusassociation.org/resources/tools/locness-corpus

The Written English of Chinese Learners (WECCL)

The corpus covers 3,880 English texts, which were written by English majors from nine different types of colleges and universities, with the size of 1,254,123 million words. The texts are actually the writing assignments for the students with different titles, most of which are argumentative essays.

The iWrite corpus
The TECCL corpus

WRELFA CORPUS

The **Written ELF in Academic Settings (WrELFA)** project is a new opening in the ELF research field. The WrELFA corpus of written academic ELF was completed in 2015, drawn from academic genres including the institutional (*PhD examiner reports*), professional (*unedited research papers*) and digital media (*research blogs*).

Mauranen, A. (2003). The Corpus of English as Lingua Franca in Academic Settings. *TESOL Quarterly*, *37*(3), 513-527.

https://www2.helsinki.fi/en/researchgroups/english-as-a-lingua-franca-in-academic-settings/research/wrelfa-corpus#section-67360

专家语料库收集的是认定为学术话语实践成手或者资深人群的语料，代表学术英语话语共同体认许的语言特征，而新手语料库收集的是学术话语实践方面处于新手和学徒阶段人群的语料，代表有待被学术话语共同体接受的语言表现。

Academic Language is no one's mother tongue
(Bourdieu and Passeron, 1994; Hyland, 2016)

Swales (2004, p. 56) argues that the most important distinction in academic publishing is not between Native and non-Native English speakers but "between experienced or 'senior' researcher/scholars and less experienced or 'junior' ones — between those who know the academic ropes in their chosen specialisms and those who are learning them.

Corpus characteristics of student writing and expert writing corpora

Discipline		Students		Experts		Total words
		papers	words	papers	words	
Hard applied	Material Science	40	88,592	40	215,998	304,590
	Computer Science	40	105,509	40	35,6254	461,763
Hard pure	Physics	40	92,498	40	121,889	214,387
	Life Science	40	99,678	40	232,457	332,135
Total		**160**	**386,277**	**160**	**926,598**	**1,312,875**

共时语料库（synchronic corpus）收集的是同一时期内产生的语言，而历时语料库（diachronic corpus）收集的是不同时期内产生的语言。

Project

Diachronic change in research articles

Ken Hyland · Kevin Jiang

Goal: I'm looking at some key features of research writing and how they have c... disciplines over the past 50 years. I will be posting the papers on researchgate ... published.

Douglas Biber and Bethany Gray

STUDIES IN ENGLISH LANGUAGE

Grammatical Complexity in Academic English

Linguistic Change in Writing

R

Academic Discourse and Global Publishing

Disciplinary Persuasion in Changing Times

Ken Hyland and Feng (Kevin) Jiang

科研选题

分析什么?
- 概念意义
- 人际意义
- 篇章意义

怎么分析?
- 词汇层面
- 句式层面
- 语篇层面

"学术语篇的一个显著特点是传递信息，它是概念性或业务性的，在语言上的载体大多数为名词、名词化结构、由名词派生的修饰语等等"（桂诗春，2009：119）

名物化是指用名词表达原本用动词刻画的动作或是用形容词描述的特征等一系列将事件、过程和状态转换为名词化的事物，属于概念意义维度的语法隐喻（Halliday & Matthiessen，2014）。

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*ment, *tion, *ty, *ness

"学术语篇的一个显著特点是传递信息，它是概念性或业务性的，在语言上的载体大多数为名词、名词化结构、由名词派生的修饰语等等"（桂诗春，2009：119）

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名词性短语的产生和运用与名物化现象分不开。正如Ravelli（1996）指出，"名物化过程往往涉及衍生其他相关的语言特征，最为典型的情况莫过于夹杂各种前（后）修饰语的名词性短语，它通常表达正式的、学术的以及专业的语体"（1996：380）。

语码标注（POS tagging）＋句法结构搜索

Category	Function	Examples
Interactive	**Help to guide the reader through the text**	**Resources**
Transitions	express relations between main clauses	*in addition; but; thus; and*
Frame markers	refer to discourse acts, sequences or stages	*Finally; to conclude; my purpose is*
Endophoric markers	refer to information in other parts of the text	*noted above; see Fig; in section 2*
Evidentials	refer to information from other texts	*according to X ; Z states*
Code glosses	elaborate propositional meanings	*namely; e.g .; such as; in other words*
Interactional	**Involve the reader in the text**	**Resources**
Hedges	withhold commitment and open dialogue	*might; perhaps; possible; about*
Boosters	emphasize certainty or close dialogue	*in fact; definitely; it is clear that*
Attitude markers	express writer's attitude to proposition	*unfortunately; I agree; surprisingly*
Self mentions	explicit reference to author(s)	*I; we; my; me; our*
Engagement markers	explicitly build relationship with reader	*consider; note; you can see that*

Reader engagement (Hyland, 2001, 2005)

Reader mentions
From the example, *we* can see that during the sharing process, students not only explain the solutions but also highlight the key point of the problem solving process. (PCR)

Questions
Across these theoretical shifts remains a set of underlying dilemmas: Is learning simply internal to the individual or shaped by participation in practices*?* (RA)

Appeals to shared knowledge
Obviously, the heavy teaching load of career masters and teachers is one of the major causes of the problem. (PCR)
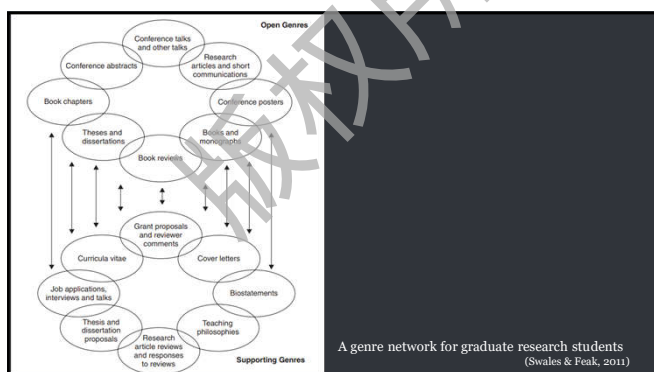
Directives
Several aspects *need to be considered* when designing teacher learning environment. (RA)

Personal asides
preliminary data analysis was conducted with both interview data from both key and general informants and text data *(where available)* from one focal case. (PCR)

人际意义则是以作者为中心、作者对命题信息和读者表达立场和评价，或者将读者引入到文本共同建构语篇的互动过程；篇章意义是以读者为中心、作者考虑并满足读者认知和理解需求，塑造话语可读性和可理解性的交际过程。

衔接和连贯是学术英语篇章功能的主要议题（Ravelli，2004；Ventola，1996）。简单而言，衔接描述语篇的表层结构关系，而连贯则是语篇深层的语义或功能关系（Connor，1984；苗兴伟，1998）。换言之，语篇的衔接是通过词汇和语法等表层形式实现的，而连贯则是通过句子或语段之间的语义或功能关系实现的。

- 主位-述位结构（North，2005）
- 篇章元话语（interactive/textual metadiscourse）
- Anticipatory *it*/Introductory *it*句式 (Hewings & Hewings, 2002)
- 元话语名词 (Jiang & Hyland, 2015; Jiang & Hyland, 2016)
- Negation (Jiang & Hyland, 2022; Sun, 2021; Swales, 2019)
- Evaluative *that*句式 (Hyland & Tse, 2005; Hyland & Jiang, 2018)
- Local grammar (Hunston & Su, 2019; Su, 2020, 2021)
- Visual metadiscourse (De Groot et al., 2016; Al-Subhi, 2022)
- Hype (Millar et al., 2019; Hyland & Jiang, 2021)
- Knowledge emotions (Silvia, 2010; 2013)

A genre network for graduate research students
(Swales & Feak, 2011)

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digital genres, open science, inter/intra-journals, inter/intra-disciplines

学术话语的学科与体裁间性：
文献评述与研究个案

姜峰，kevinjiang@jlu.edu.cn

---

a **gatekeeper** and a **gateway** for many students
vis-à-vis academic success (Lesaux, Galloway & Marietta, 2016)

Only through language, whether in the form of an essay assignment, research paper, dissertation, viva, or unseen exam, can students consolidate and display their learning to university gatekeepers and so progress to graduation and beyond.

To second (and even first) language users of academic English, academic writing is an 'alien form of literacy [...and] many students arriving at university think they have landed on Mars' (Hyland, 2016, p.246).

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a **gatekeeper** and a **gateway** for many students
vis-à-vis academic success (Lesaux, Galloway & Marietta, 2016)

哲学学院副院长曲**教授："我们一直和外籍师资合作，提高哲学专业学生学术英语的能力，学生们翻译能力有所提高，但是学术论文写作能力还是较弱。"

物理学院副院长杜*教授："辅导学生学术论文一直是我带学生很头疼的事，很多情况下是他们每个句子语法等等都对，但是看上去就不像是搞物理的人写的。"

---

a **gatekeeper** and a **gateway** for many students
vis-à-vis academic success (Lesaux, Galloway & Marietta, 2016)

学术英语是外语教学与研究的一种取向，它突出目标话语共同体，以文本为切入点，通过实证描述目标话语共同体共享的特定语言特征、体裁资源和话语实践，并以此组织教学，提高学生体裁与修辞意识，使其了解交际目的和学科文化，从而更好地加入目标共同体，构建学术身份（姜峰，2019）。

A **discourse community** is a group of people who have texts and practices in common. In fact, discourse community can refer to the people the text is aimed at; it can be the people who read a text; or it can refer to the people who participate in a set of discourse practices both by reading and writing (Barton, 1994).

Academic discourse community is a group whose members have common goals, intercommunication mechanisms, particular genres and specific lexis (Swales, 1990).
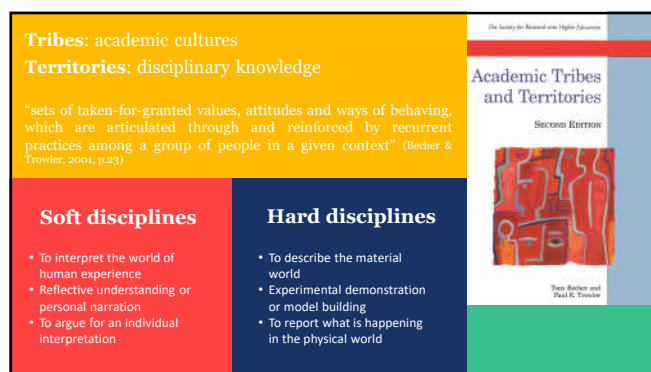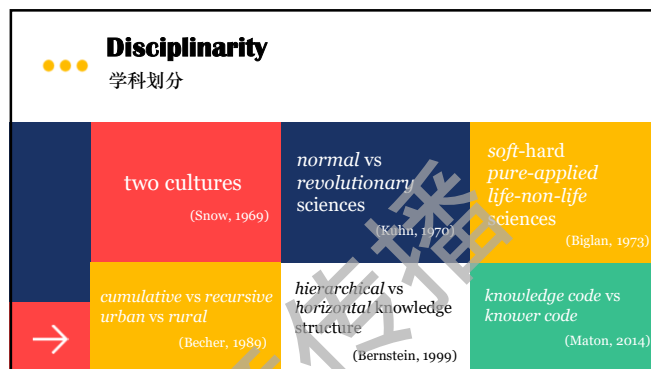
Language use in a group is a form of social behavior, that discourse is a means of maintaining and extending the group's knowledge and of initiating new members into the group, and that **discourse is epistemic or constitutive of the group's knowledge** (Devitt, Bawarshi & Reiff, 2003).
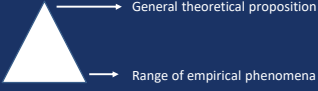
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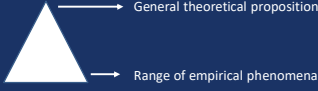
"Each subject discipline constitutes a way of making sense of human experience that has evolved over generations and each is dependent on **its own particular practices**: its instrumental procedures, its criteria for judging relevance and validity, and its conventions of acceptable forms of argument. In a word, **each has developed its own modes of discourse**" (Wells, 1992, p.290).

初来者在加入新的学术社群时，都必须要学习遵守该群体基本的文化规则。没有人会特意来教授新成员这些游戏规则，倘若没有遵守这些隐性规则，毫无疑问地会影响新成员在这个群体中的地位。新成员在学科社会化的过程中，会接触到两种主要的默会知识策略……其中最重要的部分，是了解掌握该学科科学话语经典部分的知识与要求（黄文彬、胡春光，2010：52）。

Slide 1:

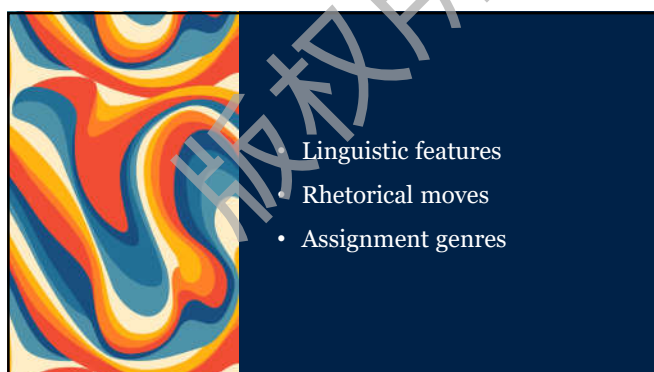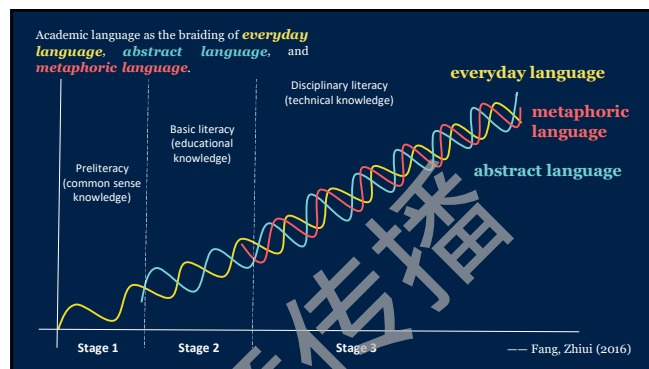| Disciplines	Method of inquiry
(icons: AGRICULTURE, ARCHITECTURE, ARTS, BIOLOGY, CHEMISTRY, COMMUNICATION, CULTURE, ECONOMY, GEOGRAPHY, GEOLOGY, GOVERNANCE, HISTORY, LAW AND JUSTICE, MEDICINE, MILITARY, PEDAGOGY, PHARMACY, PHILOLOGY, PHILOSOPHY, PHYSICS, POLITICS, PSYCHOLOGY, SOCIOLOGY, SPORTS, TECHNICS, VETERINARY)	• Experimental demonstration • Model building • Reflective understanding • Personal narration

Focus of inquiry
- To describe the material world
- To interpret the world of human experience

Communication of inquiry
- To report what is happening in the physical world
- To argue for an individual interpretation

Slide 2:

Disciplinarity
学科划分

	two cultures	normal vs revolutionary sciences	soft-hard pure-applied life-non-life sciences
	(Snow, 1969)	(Kuhn, 1970)	(Biglan, 1973)
→	cumulative vs recursive urban vs rural	hierarchical vs horizontal knowledge structure	knowledge code vs knower code
	(Becher, 1989)	(Bernstein, 1999)	(Maton, 2014)

Slide 3:

Tribes: academic groups/cultures
Territories: disciplinary knowledge

"sets of taken-for-granted values, attitudes and ways of behaving, which are articulated through and reinforced by recurrent practices among a group of people in a given context" (Becher & Trowler, 2001, p.23)

Academic Tribes and Territories, Second Edition. Tony Becher and Paul R. Trowler. The Society for Research into Higher Education.

Soft disciplines
- To interpret the world of human experience
- Reflective understanding or personal narration
- To argue for an individual interpretation

Hard disciplines
- To describe the material world
- Experimental demonstration or model building
- To report what is happening in the physical world

Slide 4:

Tribes: academic cultures
Territories: disciplinary knowledge

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Soft disciplines
- To interpret the world of human experience
- Reflective understanding or personal narration
- To argue for an individual interpretation

Hard disciplines
- To describe the material world
- Experimental demonstration or model building
- To report what is happening in the physical world

Hard disciplines

General theoretical proposition

Range of empirical phenomena

Hierarchical knowledge making

| L1 | L2 | L3 | L4 | L5 | L6 | L7 | LX |

Horizontal knowledge making

Soft disciplines

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education*, 20, 157-173.

Basil Bernstein

Hard disciplines

General theoretical proposition

Range of empirical phenomena

Hierarchical knowledge making

| L1 | L2 | L3 | L4 | L5 | L6 | L7 | LX |

Horizontal knowledge making

Soft disciplines

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education*, 20, 157-173.

Basil Bernstein

"Rhetorical choices vary enormously across disciplines because they express very different epistemological and social practices. This means that students learn their disciplines as they learn its discourses" (Hyland, 2004, p.28).

Disciplines have 'real' epistemological characteristics and knowledge structures that condition practices in quite real ways (Becher & Trowler, 2001; Trowler et al., 2012).

Hyland, K. (2004). *Disciplinary Discourses: Social Interactions in Academic Writing*. Ann Arbor: University of Michigan Press.

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Disciplines have 'real' epistemological characteristics and knowledge structures that condition practices in quite real ways (Becher & Trowler, 2001; Trowler et al., 2012).

The task of learning the distinctive mode of analysis is indivisible from the task of learning to write in the disciplines.

Strand of language	Example	Feature
everyday language	You can control the trains this way, and if you do that, you can be quite sure that they'll run more safely and more quickly, no matter how bad the weather gets.	• Sentence consisting of coordinate and subordinate clauses (*and, if, no matter how*) • Process oriented (*control, do, run, be, gets*) • Pronouns (*you, they*) as clause subjects • Colloquial vocabulary and phrases
academic language (abstract)	If this method of control is used, trains will unquestionably be able to run more safely and faster, even when the weather conditions are most adverse.	• Sentence consisting of subordinate clauses (*if, when*) • Thing or concept oriented (*this method of control, trains, the weather conditions*) • Abstract (*this method of control*) and concrete (*trains*) participants as clause subjects • Formal vocabulary and phrases
academic language (metaphoric)	The use of this method of controlling unquestionably leads to safer and faster train running in the most adverse weather conditions.	• A single sentence with two long noun phrases (*the use of this method of controlling, safer and faster train running in the most adverse weather conditions*) linked by a causal verb phrase (leads to) • Abstract participants constructed in dense noun phrases (*the use of this method of controlling, safer and faster train running in the most adverse weather conditions*) • Formal vocabulary and phrases

Academic language as the braiding of *everyday language*, *abstract language*, and *metaphoric language*.

Disciplinary literacy (technical knowledge)

Basic literacy (educational knowledge)

Preliteracy (common sense knowledge)

everyday language
metaphoric language
abstract language

Stage 1 Stage 2 Stage 3 —— Fang, Zhiui (2016)

- Linguistic features
- Rhetorical moves
- Assignment genres

• **Linguistic features**

Linguistic features and rhetorical choices vary enormously across disciplines because they express very different epistemological and social practices (e.g. Anderson, Evans, & Harshorn, 2014; Hyland, 2000; Hyland & Jiang, 2019; Jiang, 2017; Swales, 2004)

We develop our alignment with a discipline as they learn its discourses.

What counts as convincing argument, appropriate tone, persuasive interaction, and so on, is managed for a particular audience. This involves writers relating their linguistic choices to wider disciplinary and social understandings.

Table 1 Selected features across fields (per 1,000 words)

Fields	Self-mention	Citation	Hedges	Boosters	Directives	This *N*
Humanities/ Sociology	37.3	25.1	28.3	8.7	3.3	31.6
Science/ Biology	15.2	10.0	18.4	5.2	5.9	12.7

(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- intrude into texts
- claim authority through personal conviction
- emphasise contribution

While self-mention can help construct **an authoritative self in the humanities**, authors in the hard sciences generally downplay their personal role to establish **the objectivity of what they report uncontaminated by human activity**.

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- assume a shared context with readers
- construct academic attribution of knowledge

Sciences produce public knowledge through **cumulative growth**, and problems emerge from earlier problems. In the humanities and social sciences, research is **less linear**, the literature more dispersed, so writers cannot presuppose a shared context to the same extent.

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- withhold complete commitment to a proposition
- imply plausible reasoning rather than certain knowledge

In the soft fields, there is **less control of variables, more diversity of research outcomes, and fewer clear bases for accepting claims**. Scientists put **greater weight on the methods, procedures and equipment used**, and allow facts to 'speak for themselves'.

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- stress certainty and commitment to statements
- shut down alternative voices

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Slide 1

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- ☐ We **believe** that this inconsistency has resulted from inadequate control, . . . including the basis of norm comparisons. (Applied Linguistics)
- ☐ Quite **obviously**, one should attempt to make use of one or more of the above-mentioned devices where feasible. (Sociology)
- ☐ A definitive solution **might** be obtained by approximating the models here with alternative convex ones. (Engineering)
- ☐ Kinetic results have **shown** that the rate constant for the reaction of the hydrated electron is 3.3 X 1010 M−x sec-1. (Biology)

Slide 2

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- instruct the reader to act or think in a certain way
- expressed through *imperatives* and *obligation modals*

- ➢ Textual – direct readers to see text
  look at table 2; See Smith, 2005
- ➢ Physical – direct readers to act
  compute network indices; you should check whether
- ➢ Cognitive – direct readers to think
  Consider a pattern; Note the labeling

Slide 3

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

The linear progression enables research to occur within an established framework, and to formulate arguments in a highly standardized code.

Directives facilitate succinctness valued by both editors and information saturated scientists

Hard fields favour physical and cognitive acts

- ☐ What has to be recognized is that these issues... (Engineering)
- ☐ Consider soredia, the asexual propagules of some lichens. (Biology)

Slide 4

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

Directives represent a writer's intrusion into a text, but constitute a potentially risky tactic.

Soft fields favour textual acts

- ☐ The reader may wish to refer to the Listening Score scale in Figure 1 . (Applied Linguistics)
- ☐ See Alexander, 2007, for a discussion of the possible role of parents in controlling such behavior.(Sociology)

Slide 1

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- create cohesion and coherence in a text
- express a stance towards the referent proposition

Compared with social scientists and writers in the humanities, natural scientists to a larger extent build textual cohesion on the 'craft skills in the specialized discourse, tacit knowledge from their daily work with processes and instruments' (Myers, 1991, p.6).

Slide 2

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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- create cohesion and coherence in a text
- express a stance towards the referent proposition

☐ This perspective claims that the diminishing significance of religion in social and individual life… (Sociology)
☐ This view clearly differs from some social psychological accounts… (Applied Linguistics)
☐ This process can be extended for c > 1. (Engineering)
☐ This approach measures Schoener's (1968) similarity D… (Biology)

Slide 3

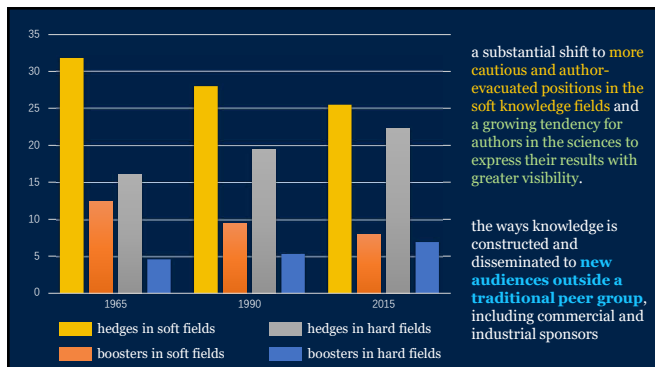| Table 1 Selected features across fields (per 1,000 words)					
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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

- create cohesion and coherence in a text
- express a stance towards the referent proposition

Soft knowledge domains rely to a much greater extent on **cognitive understanding and the construction of theoretical modes of understanding and argument**. Knowledge in the hard sciences relies far more on **empirical evidence and the discovery of facts through experimentation and observations**.

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Fields	**Self-mention**	**Citation**	**Hedges**	**Boosters**	**Directives**	**This N**
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(Hyland & Jiang, 2019; Jiang & Hyland, 2020)

Slide 1

	1965	1990	2015

- hedges in soft fields
- boosters in soft fields
- hedges in hard fields
- boosters in hard fields

a substantial shift to **more cautious and author-evacuated positions in the soft knowledge fields** and **a growing tendency for authors in the sciences to express their results with greater visibility.**

the ways knowledge is constructed and disseminated to **new audiences outside a traditional peer group**, including commercial and industrial sponsors

Slide 2

"Being able to speak to people outside of a discipline is a valuable skill in a changing funding landscape in the academy" (Shaikh-Lesko, 2014, p.62).

Activities	Discipline	Format	Established
Three Minute Thesis (3MT)	All disciplines	oral presentation	2008
FameLab	All sciences	oral presentation	2012
ChemChamps	Chemistry	oral presentation	2012
CIRM Elevator Pitch	Biology	oral presentation	2014

Slide 3

· **Rhetorical moves**

Table 3 The distribution of realizations of *Orientation* move across disciplines

	Brief introduction to the talk		Establishment of a common ground		Sharing a personal story or experience		Historical account		Totals in each discipline	
	n	%	n	%	n	%	n	%	n	%
Science	4	29	9	64	1	7	–	–	14	100
Engineering	11	48	8	35	3	13	1	4	23	100
Medicine	11	44	7	28	6	24	1	4	25	100
Humanities	2	13	6	40	–	–	7	47	15	100
Social sci.	5	38	4	31	3	23	1	8	13	100
Education	3	30	6	60	1	10	–	–	10	100
Total	36	36	40	40	14	14	10	10	100	100

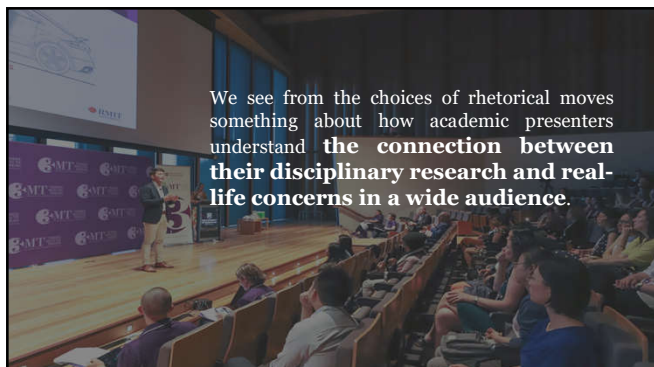(Jiang & Qiu, 2021; Qiu & Jiang, 2021)

Slide 4

Table 5 The distribution of stance markers across disciplines (per 1,000 words)

Features	Science	Engineering	Medicine	Hard field	Arts	Education	Social Science	Soft field
Self mentions	21.8	19.3	31.0	**25.1**	15.4	22.6	27.2	**21.1**
Attitude markers	11.1	15.7	13.3	**13.3**	10.5	11.0	7.6	**9.6**
Hedges	8.1	8.8	9.3	**8.9**	9.6	11.0	11.3	**10.5**
Boosters	7.3	5.2	6.9	**6.7**	5.2	3.8	6.7	**5.4**
Stance	**48.3**	**49.0**	**60.5**	**54.0**	**40.7**	**48.4**	**52.8**	**46.6**

Table 4 The distribution of realizations of *Implication* move across disciplines

	Interpretation on results		Future research		Theoretical implication		Practical application		Total steps in each discipline	
	n	%	n	%	n	%	n	%	n	%
Science	1	9	–	–	4	36	6	55	11	100
Engineering	–	–	–	–	2	15	11	85	13	100
Medicine	–	–	–	–	4	19	17	81	21	100
Humanities	–	–	–	–	2	67	1	33	3	100
Social Sci.	1	14	–	–	2	29	4	57	7	100
Education	–	–	2	13	3	38	4	50	8	100
Total	2	3	2	2	17	27	43	68	63	100

(Jiang & Qiu, 2021; Qiu & Jiang, 2021)

We see from the choices of rhetorical moves something about how academic presenters understand **the connection between their disciplinary research and real-life concerns in a wide audience**.

- **Humanities and social sciences**
  analyzing and synthesizing multiple sources

- **Science and technology**
  describing procedures, defining objects, and planning solutions

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Swales, J. M. (1998). *Other floors, other voices: A textography of a small university building*. Mahway, N.J.: Lawrence Erlbaum.

Discourse communities evolve their own conventions and traditions for such diverse verbal activities as running meetings, producing reports, and publicizing their activities. **These recurrent classes of communicative events are the genres that orchestrate verbal life.** These genres link the past and the present, and so balance forces for tradition and innovation. **They structure the roles of individuals within wider frameworks, and further assist those individuals with the actualization of their communicative plans and purposes** (Swales, 1998, p.20).
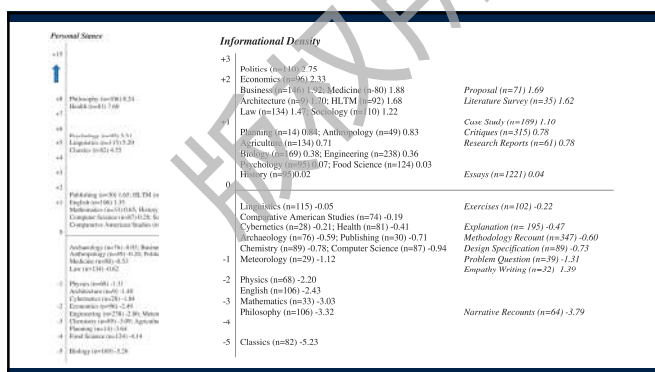

- **Assignment genres**

The 13 genre families
1. Case Study
2. Critique
3. Design Specification
4. Empathy Writing
5. Essay
6. Exercise
7. Explanation
8. Literature Survey
9. Methodology Recount
10. Narrative Recount
11. Problem Question
12. Proposal
13. Research Report

Slide 1

Arts & humanities

1 2 3 4

Social sciences

1 2 3 4

Physical sciences

1 2 3 4

Life sciences

1 2 3 4

The 13 genre families

1. Case Study
2. Critique
3. Design Specification
4. Empathy Writing
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Slide 2
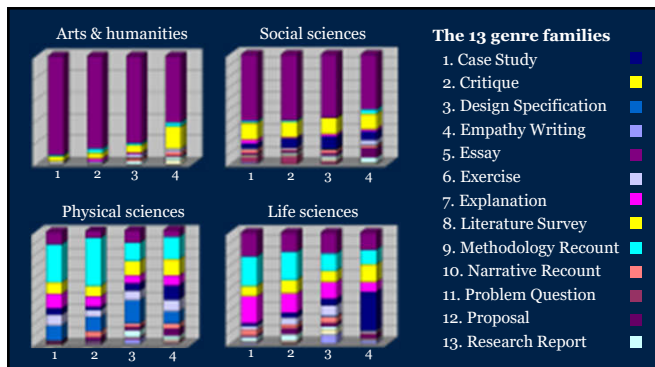
A genre comprises a class of communicative events, the members of which share some set of **communicative purposes**. The legitimized communicative purposes shapes **the schematic structure of the discourse** and influences and constrains choice of **content and style** (Swales, 1990, p.58).

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Slide 4

学术话语的学科与体裁间性：
文献评述与研究个案

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