

学术话语研究：

语料、路径与阐释

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Topics	Normed-Freq 2005-08	Normed-Freq 2009-12	Normed-Freq 2013-16	Chi-value	p
Remained constant					
Communicative competence	6.54	6.29	6.29	0.01	0.99
Academic discourse	5.89	6.55	7.05	0.10	0.95
Vocabulary acquisition	9.16	7.55	9.57	0.26	0.99
Discourse analysis	12.41	9.82	12.59	0.42	0.99
Heritage language	27.49	23.41	22.66	0.55	0.99
Self-efficacy	9.82	13.85	12.08	0.68	0.99
Corpus-based (study)	11.78	17.12	14.6	0.98	0.99

Lei, L., & Liu, D. (2019). Research trends in applied linguistics from 2005 to 2016: A bibliometric analysis and its implications. *Applied Linguistics*, 40(3), 540-561.

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]. *外语教学*, (02):1-15-131.


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及外语教育教学研究论文的主题词频次

序号	主题词	频次	期刊	期次	发表年份
14	学术话语	24	《外语教学》	17	2020
15	学术话语	24	《外语教学》	17	2020
16	学术话语	24	《外语教学》	17	2020
17	学术话语	24	《外语教学》	17	2020
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40	学术话语	24	《外语教学》	17	2020
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43	学术话语	24	《外语教学》	17	2020
44	学术话语	24	《外语教学》	17	2020
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46	学术话语	24	《外语教学》	17	2020
47	学术话语	24	《外语教学》	17	2020
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49	学术话语	24	《外语教学》	17	2020
50	学术话语	24	《外语教学》	17	2020

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

of discourse is an instance of spoken or written language that has describable relationships of form and meaning ... 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).

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



“特定的学科内容与语言教学目标相结合，语言教学活动中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，2020)”

“语言课程应从通用交际英语走向学术英语(孙有中，2017)”



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。”



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）。



02 **Contextual**

begin with wider situational aspects

04 **Pedagogical**

deal with teaching and learning matters

03 **Critical**

bring an attitude of criticality, while drawing on blends of other methods

01 **Textual**

focus on language choices, meanings and patterns in texts



Contextual: disciplinary and community issues.

Textual: lexis, grammar, discourse etc.

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Pedagogical: teaching and learning matters.

Critical: socio-political influences.

Contextual, disciplinary and community issues.

Textual: texts, grammar, discourse etc.

学术话语是外语教学与研究的一种取向，它突出目标语语料选择，以文本为切入点，通过实证描述目标语语料在具体的教学情境中，体现教学与研究的关联，并以此指导教学，提高学生的语言应用能力，促进了解读语言的学术文化，从而更好地将入目标语群体，构建学习身份（姜峰，2019）。

Pedagogical: teaching and learning matters.

Critical: socio-political influences.



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).

Table 1 Most significantly increased topics in EAP in recent 30 years (per 100 papers)

	1990-2004			2005-2020			% normed change	Chi-value	p
	raw	normed	range	raw	normed	range			
genre	29	5.4	20	352	12.0	205	121.6	12.97	0.00
corpus	44	8.2	26	523	17.8	242	116.9	18.42	0.00
assessment	58	10.8	32	634	21.6	281	99.4	18.24	0.00
curriculum	37	6.9	27	394	13.4	249	94.3	10.55	0.00
literacy	42	7.9	23	430	14.7	184	86.9	10.26	0.00
discourse	60	11.2	39	546	18.6	263	66.0	8.52	0.00

Hyland and Jiang (2020)

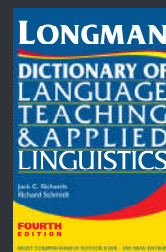
学术话语研究：

语料、路径与阐释

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- 学术话语的分析路径
- 学术话语的阐释范畴

“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).



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

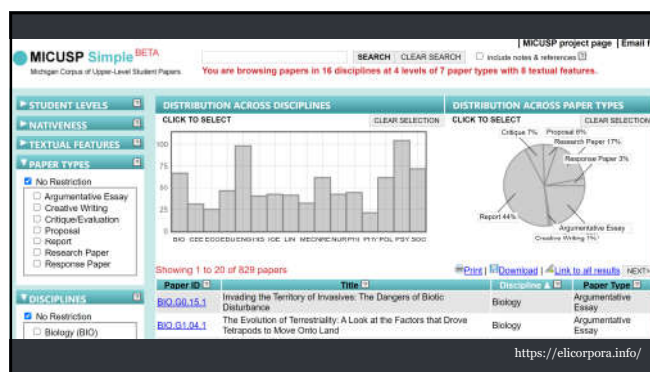
根据学术英语研究的目标与实际，研究者通常结合教学实际自建语料库 (self-built corpus)

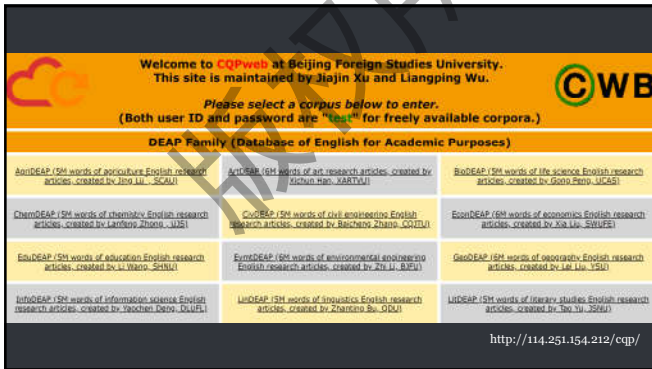
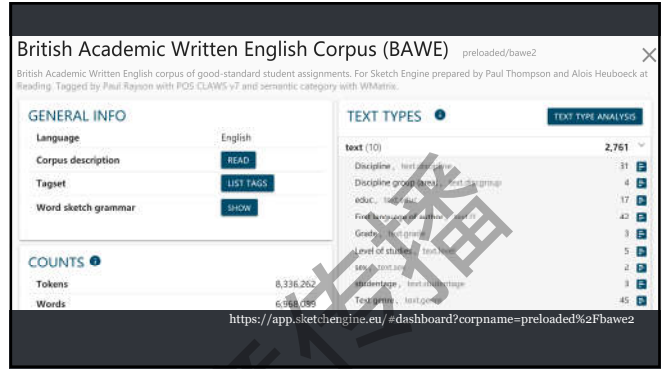
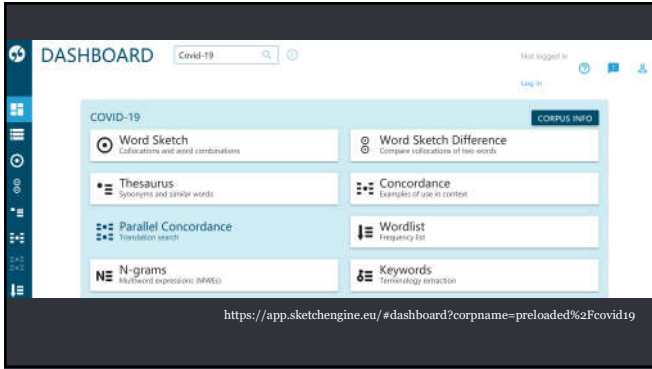
- 特定学科学术文本语料库
- 特定体裁学术文本语料库
- 特定群体学术文本语料库

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





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

TEXT TYPES	COUNTS
doc (0)	198
Academic departmental meeting transcript	56
Academic Division	4
Academic staff meeting transcript	17
Academic staff meeting transcript	79
Speech event lecture/seminar/colloquium	2
talk of the lecturers/seminar/colloquium	174
talk of the lecturers/seminar/colloquium	195
talk of the lecturers/seminar/colloquium	185

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生的学术英语语料，而学习者语料库收集的则是英语作为第二语言学习者产生的语料。在研究中，我们常常把学习者的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 : 43)
- uncover the features of non-nativeness of learner language(Granger 2014 : 13)
- the impressive expansion of the range of linguistic phenomena investigated.” (Granger 2015 : 10)
- “patterns of over- and underuse of linguistic features can readily be identified...” (ibid. 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.lernercorpusassociation.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



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

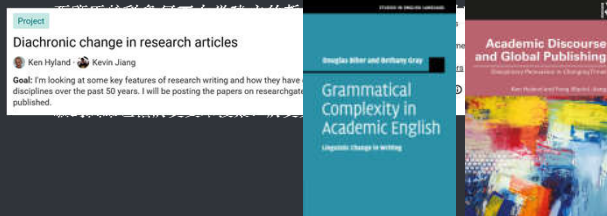
(Bourdieu and Passeron, 1994; Hyland, 2016)

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	
	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
	Physics	40	92,498	40	121,889	214,387
Hard pure	Life Science	40	99,678	40	232,457	332,135
	Total	160	386,277	160	926,598	1,312,875

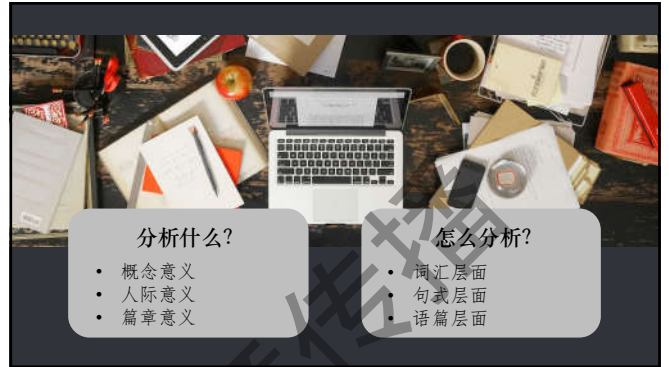
共时语料库 (synchronic corpus) 收集的是同一时期内产生的语言，而历时语料库 (diachronic corpus) 收集的是不同时期内产生的语言。



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“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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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)。



Code File: ...
 14379 of them: disks had available fields, and hence the transition from disks to disks involved tradeoffs in cost, performance, and complexity. SENT However, disk technology
 14380 and hence the transition from disks to disks involved tradeoffs in cost, performance, and complexity. SENT However, disk technology
 14381 disk technology kept improving at impressive rates keeping the price per bit down the same curve as that of
 14382 the importance of nonvolatile disks grew with the widespread adoption of memory virtualization (SMP, 32 CD, SMP), which allowed programs
 14383 the von Neumann architecture. SENT In this architecture, a set of instructions is fetched from memory and executed in
 14384 access both instructions and data are stored in the system-on-disk. SENT The most significant change that has
 14385 been made in instruction-set architectures since the early days of computing is that today's reduced instruction-set
 14386 today's reduced instruction set computers (RISC) perform calculations in regions which are initialized with values explicitly loaded
 14387 with values explicitly loaded from memory, or which hold results of computations performed by the computational unit. SENT Results
 14388 the arithmetic and logical instructions that operators that addressed constants in memory. SENT This two-step process was necessitated
 14389 by the increased latency to memory compared to the latency of computation as described in section 1. SENT Memory
 14390 computation, as described in section 1. SENT Memory latency increases as memory size increases. The latency of memory access
 14391 SENT Memory latency increases as memory size increases; the latency of memory access in a modern server runs into
 14392 memory access in a modern server runs into the hundreds of nanoseconds. SENT The utilization of
 14393 the greatly increased if operators can be fetched from memory and the cache they are needed in
 14394 persistent and of very large size. SENT The low latency hit it also can be memory, portable nature
 14395 the natural place to maintain these databases, but the latency of access to disks is a barrier to high performance. SENT
 14396 maintain these databases, but the latency of access to disks is a barrier to high performance. SENT
 14397 memory in such systems helps significantly in improving the performance of the system. SENT As mentioned earlier, caches are used
 14398 data immediately relevant to the computation, analogous to caches of registers between steps. SENT The part of the
 14399 step is to reduce the effective latency of the system memory. SENT As mentioned earlier, caches are used
 14400 As mentioned earlier, caches are used to increase the performance of the system. SENT
 14401 As memory sizes have increased and as the latency of memory access has increased over the years, the
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Research findings and facts may not be self-evident enough to ensure that readers take the same perspective and concur with the conclusions proposed. They are **“efficacious only if applied persuasively”** (Prelli, 1989, p.100, emphasis in the original).

What counts as academic knowledge is not a privileged representation of reality, but has to be worked for **as writers use language to galvanize support for their claims, express collegiality, and negotiate disagreement** (e.g. Hyland, 2004; Hyland & Jiang, 2016).



“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)”.

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



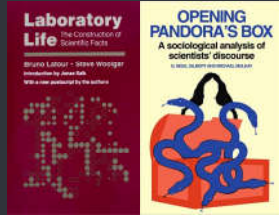
对科学表述的反思

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。



- the relationship between reality and accounts of it
- the efficacy of logical induction
- the role of social communities in constructing knowledge

linguistic and rhetorical choices form and functions of language use

to construct knowledge and frame arguments, while building social solidarity, in ways that their colleagues will find most familiar and persuasive.

writer-oriented features of interaction and refers to the ways academics annotate their texts to comment on the possible accuracy or credibility of a claim, the extent they want to commit themselves to it, or the attitude they want to convey to an entity, a proposition, or the reader (Hyland, 2005b: 178)

- Evidentiality**: the writer's stated commitment to the reliability of the propositions he or she presents and their potential impact on the reader, expressed through **hedges** and **boosters**
- Affect**: a broad range of personal and professional attitudes towards what is said expressed through **attitude markers**
- Presence**: the extent to which the writer chooses to intrude into a text through the use of **first person pronouns** and **possessive determiners**

Hyland (2001, 2005) has recognized the five main ways which academic authors overtly intrude into their texts to connect with readers directly:

- 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)

Six full research articles were taken at random from each of the five longest-running journals which had achieved the highest ranking in their disciplinary category according to the 5-year impact factor in 2015. That is, 30 articles in total from each discipline from each year.

Corpus information

Discipline	1965	1990	2015	Overall
Applied linguistics	110,832	145,712	237,452	493,143
Biology	244,706	240,255	237,998	746,169
Engineering	92,062	124,631	235,681	425,288
Sociology	149,788	205,238	262,203	608,223
Totals	597,388	715,836	973,334	2,272,823

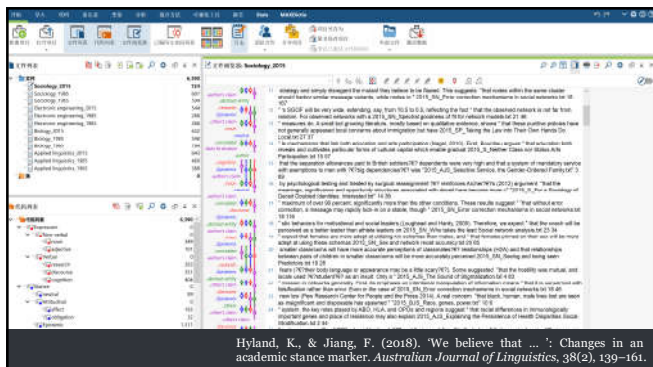
Changes in stance frequencies over time by discipline (raw numbers & per 10,000 words)

Discipline	1965	1990	2015	% change
Applied ling	4934 (351.2)	5052 (346.7)	7009 (295.2)	42.1% (-16.0%)
Sociology	5656 (377.6)	6602 (321.7)	8493 (323.9)	50.2% (-14.3%)
Electrical eng	2561 (262.4)	3424 (274.7)	7632 (323.6)	198.0% (23.3%)
Biology	6221 (254.2)	6258 (260.5)	6649 (275.4)	6.9% (8.3%)
Totals	19372 (324.3)	21336 (298.1)	29783 (304.9)	53.7% (-6.0%)

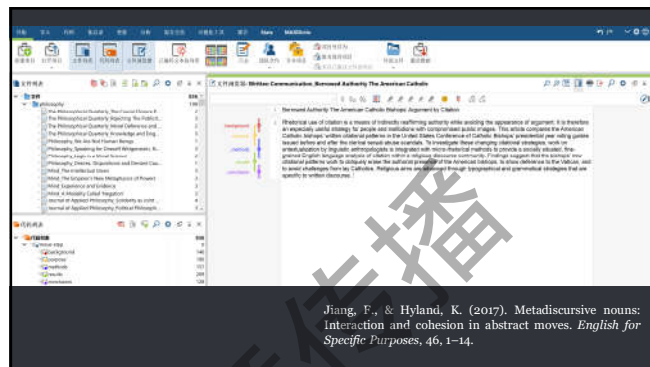
人际意义则是以作者为中心、作者对命题信息和读者表达立场和评价，或者将读者引入到文本共同建构语篇的互动过程；篇章意义是以读者为中心、作者考虑并满足读者认知和理解需求，塑造话语可读性和可理解性的交际过程。

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)
- 附加语 (code gloss), 框架词 (frame markers)
- Anticipatory *it*/Introductory *it*句式 (Hewings & Hewings, 2002)
- Evaluative *that*句式 (Hyland & Tse, 2005; Hyland & Jiang, 2018)
- 语步分析 (rhetorical moves) (Swales, 1990; Jiang & Hyland, 2017)



Hyland, K., & Jiang, F. (2018). 'We believe that ...': Changes in an academic stance marker. *Australian Journal of Linguistics*, 38(2), 139–161.



Jiang, F., & Hyland, K. (2017). Metadiscursive nouns: Interaction and cohesion in abstract moves. *English for Specific Purposes*, 46, 1–14.

学术话语研究：

语料、路径与阐释

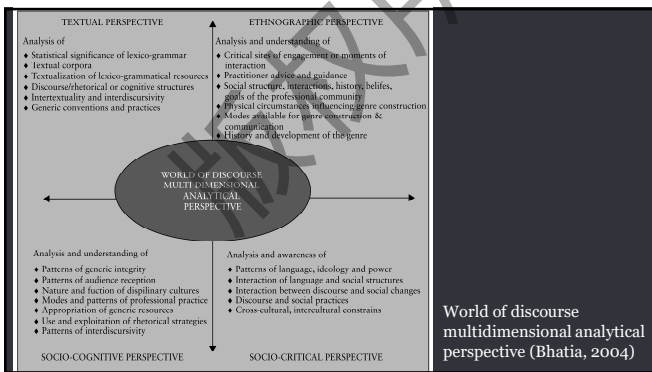
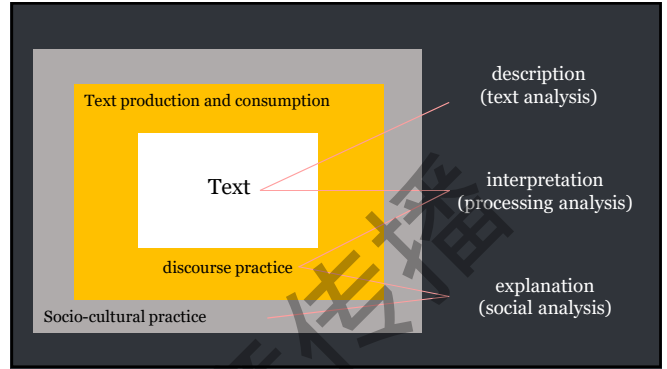
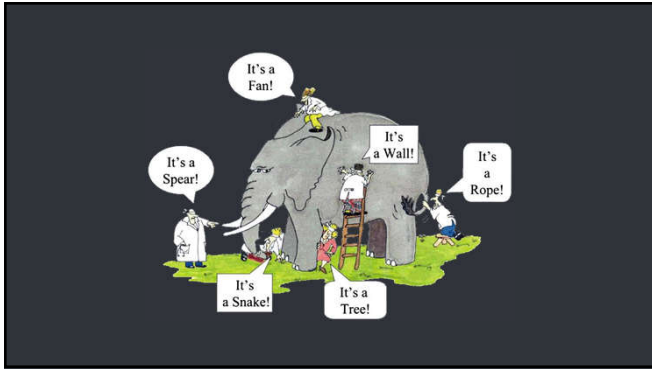
- 语料选取与建设
- 学术话语的分析路径
- 学术话语的阐释范畴

The data of linguistics

The quantitative analysis of text by computer reveals facts about actual language behaviour which are not, or at least not immediately, accessible to intuition (Widdowson, 2000, p.6).

- **first person data:** When do I use the word X?
- **second person data:** When do you use the word X?
- **third person data:** When do they use the word X?

Widdowson, Henry. G. (2000). The limitations of linguistics applied. *Applied Linguistics*. 21(1): 3–25.



学术话语的阐释范畴

- (1) performance of tasks in discourse
 - ideational tasks
 - textual tasks
 - personal tasks
 - contextual tasks
- (2) reflection of processing constraints
- (3) social or situational indexing

Biber, D., Stig Johansson, Geoffrey Leech, Conrad, S., & Edward Finegan. (1999). *Longman grammar of spoken and written English*. Harlow: Longman.

Interactive	1965	1990	2015	Interactional	1965	1990	2015
Frame markers	42.4	49.5	48.7	Hedges	155.9	143.3	138.3
Transitions	111.7	128.5	108.9	Boosters	86.2	65.6	67.4
Evidentials	72.1	88.5	142.2	Attitude mkrs	32.1	29.2	24.8
Endophorics	26.2	31.5	35.2	Self mention	50.1	53.5	74.4
Code glosses	27.9	36.4	44.4	Engagement mkrs	46.1	44.4	40.3
Total	280.3	338.1	379.4	Total	370.4	382.9	346.2

Hyland, K., & Jiang, F. (2018). "In this paper we suggest": Changing patterns of disciplinary metadiscourse. *English for Specific Purposes*, 51, 18–30.

学术话语研究:

语料、路径与阐释

- 语料选取与建设
- 学术话语的分析路径
- 学术话语的阐释范畴

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