学术发表的价值评价：

Logical consistency asks if something is rational, seeking to show that the worldview in question makes sense within itself.

Empirical adequacy asks if we can verify these facts empirically.

Disciplinary relevance asks how this actually has relevance to the disciplinary knowledge field.

Adapted from Zacharias, R. (2008). *The end of reason*. Grand Rapids: Zondervan

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- **Originality**
  Does the paper make an important and innovative contribution to the field? Does it present **substantive findings** and/or **new interpretations, methods, or theoretical approaches**?
- **Relevance to the journal and significance to the field**
  Does the paper address the target audience of this journal and does it have implications for other research in the field?
- **Method**
  Is the method appropriate, precise, and described clearly?
- **Awareness of other work in the field**
  Does the paper demonstrate an awareness of and appropriate engagement with other work in the field of study?
- **Coherence**
  Is the argument coherent and presented clearly?
- **Language and style**
  Is the level of English, the use of language, and the style of presentation appropriate?

International Journal of Corpus Linguistics

Most significantly increased topics in academic discourse in recent 30 years (per 100 papers)

Significantly increased	1980-2000		2001-2020		% normed change	*Chi-value*	*p*
	raw	normed	raw	normed			
identity	91	3.2	1626	16.6	413.0	133.9	0.00
academic literacy	57	2.0	775	7.9	290.4	46.4	0.00
graduate students	48	1.7	490	5.0	193.1	17.2	0.00
longitudinal study	46	1.6	456	4.7	184.6	14.9	0.00
qualitative analysis	80	2.8	787	8.0	182.5	25.1	0.00
genre	103	3.7	953	9.7	165.7	25.6	0.00
social interaction	190	6.7	1613	16.5	143.8	32.3	0.00
classroom discourse	76	2.7	645	6.6	143.7	12.9	0.00
discipline	201	7.1	1511	15.4	115.8	17.3	0.00
across sections	859	30.5	5390	55.0	80.2	12.6	0.00

《学科身份：学术话语中的个体与共同体》
Disciplinary Identities: Individuality and Community in Academic Discourse

身份研究一直是应用语言学领域的重要议题。本书以学术语篇为载体，论述其作者如何在学术话语中构建学科身份，揭示身份与个体、共同体之间的关系。

全书共九章。
第一、二章分别综述身份和学科的概念与表征。
第三章评述身份研究的主要方法，包括会话分析、批评话语分析和叙事分析，作者提出将语料库与身份研究相结合能弥补这三种研究方法的不足。
第四至八章通过对表现类体裁、学术传记、学生写作、资深学者的学术文章和书评等学术体裁的分析，探究学术话语中学科身份的构建。
第九章总结身份与学术话语的联系及其对学术写作的启示，点明语料库对身份研究的方法论意义，指出未来的研究方向。

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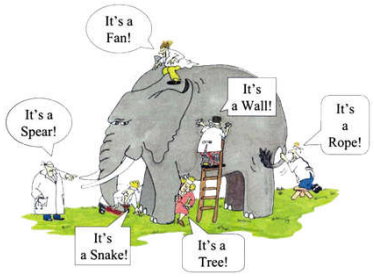
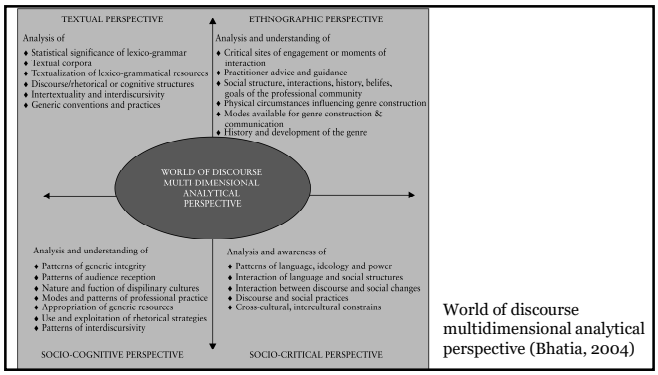
The data of linguistics

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, Hennry. G. (2000). The limitations of *linguistics applied. Applied Linguistics.* 21(1): 3-25.





World of discourse multidimensional analytical perspective (Bhatia, 2004)

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研究阶段学生涉及的学术体裁（改自 Curry, 2016）

分析类	思辨类	专业类
文献综述	个人陈述	摘要
书评	反思日记	期刊论文
论文开题报告	同伴评价	海报展示
评论	学术博客	申请书
学位论文		学术演讲
邮件		科学报告
课堂展示		
课程论文		
实验报告		

Curry, M. J. 2016. More than language: Graduate student writing as "disciplinary becoming". In S. Simpson, N. A. Caplan, M. Cox & T. Phillips (eds.). *Supporting Graduate Student Writers: Research, Curriculum, and Program Design*. Ann Arbor: University of Michigan Press. 78-96.

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学术论文的结构与特征

IMRaD

Title/Abstract:

Introduction	Why did you do the study?
Methods	What did you do?
Results and Discussion	What did you find?
	How does your study contribute to your field?

IMRaD

Introduction

Methods

Results and Discussion

- General background
- Current state of the field
- Knowledge gaps
- Objectives
- Methods and ethical compliance
- Results and figures
- Summary of findings
- Application relevance
- Implications for the field

Reviewer comment:

This is a good article that will be potentially of great interest to EAP/ESP practitioners and researchers on academic discourse. With its firm emphasis on Moves this study fills a gap. The paper is also on the whole easy to read and clearly organised. However, it is rather a pity that **the results are not commented on in more depth and that similarities and differences with other studies cited by the authors are not pointed out when relevant**.

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Components and strategies

Creating a Research Space (CARS) (Swales, 1990)

Don't lose a forest for trees.

C1: Setting (Establish a research territory)
- S1 Introduce the research topic within the research area
- S2 Familiarize terms, objects, or processes
- S3 Argue about the topic's prominence

C2: Review
- S1 Progress in the area
- S2 Current trends
- S3 Relevant arguments/methods/results

C3: Gap (Indicating a gap)
- S1 Unresolved conflict or problem among previous research
- S2 Limitations of previous research
- S3 Raise a question about previous research
- S4 Extend previous knowledge

C4: Purpose (Occupying the niche)

C4: Purpose (Occupying the niche)
- S1 Indicate main purpose
  - S1A Solve conflict among authors
  - S1B Present a novel approach, method, or technique
  - S1C Present an improvement in a research topic
  - S1D Present an extension of authors' prior work
  - S1E Propose an alternative approach
  - S1F Present comparative research work
- S2 Specify the purpose
- S3 Introduce additional purposes

C5: Methods and Materials
- S1 present research design
- S2 describe methods and materials

C6: Value of the Research

C7: Outline the parts of the paper

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Components and strategies

C1: Setting
- S1 Familiarize terms, objectives, or methods

C2: Main Results
- S1 Present results
- S2 Justify results (by statistics, tables, figures, examples)
- S3 Compare results (with previous literature)
- S4 Explain results (reasons for results)
- S5 Discuss results (indication, claim, meaning)
- S6 A brief summary of key results

Research writing in English, compared with other contexts and languages, tends to:
- Be more explicit about its structure and purpose
- Focus on actions rather than actors
- Be cautious in making claims
- Spell out steps in an argument and connections between sentences very clearly
- Use fairly short sentences with less complicated grammar
- Have longer paragraphs in terms of number of words

(Hyland, 2017; Swales & Feak, 2000)

汉语篇章结构的块状性与离散性及英语篇章结构的勾连性与延续性

（王文斌，2013；2015；2017；2019）

长老策（his）马，（and）须臾到门。（where）（he）下马过桥，进门观看，（they）只见六街（and） 三市，（where）货殖通财，又见衣冠隆盛，人物豪华。（吴承恩《西游记》第 62 回）

The venerable elder whipped on his horse and was soon at a gate, where he dismounted to cross the bridge and go in to look. They saw the six main streets and the three markets, where commerce was flourishing, as well as the imposing clothes of the noble and great. （William John Francis Jenner译）

This paper rests on the assumption that students' apprenticeship into disciplinary discourse practices involves their growing acquaintance not just with the technicality of their subject of study, but with the "discourse of reasoning […]" (Halliday 1998: 201) whereby ideas are typically communicated in their field. Metadiscursive nouns, through their cohesive and evaluative functions, play a paramount role in such discourse and, in so doing, may lose their apparent generality in favour of more discipline-specific or technical uses (Woodward-Kron 2008: 239). On their path towards increasing specificity, these abstractions utilise the "distilling" potential of the noun phrase through premodification (Martin 1993: 203).

1.3 Purpose of the study

….

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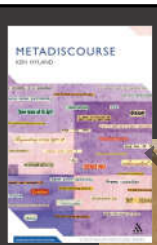
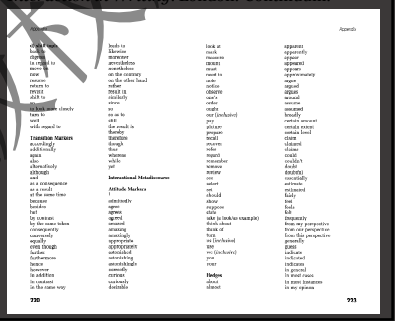
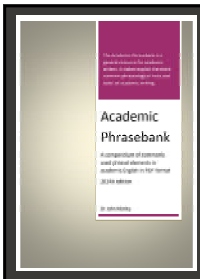
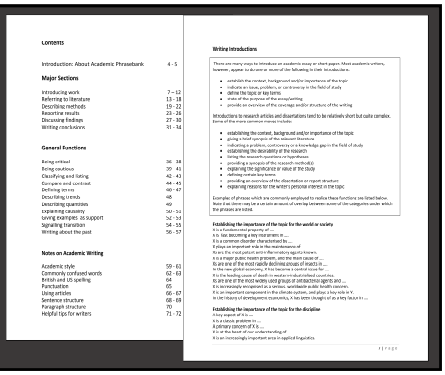
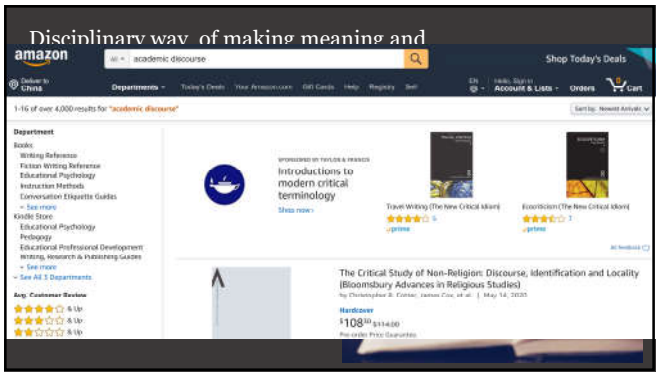


Hyland, Ken (2005) *Metadiscourse: Exploring Interaction in Writing*. London: Continuum.









Disciplinary way of making meaning and producing knowledge

To write book reviews

Apprenticeship into the legitimate way of writing and arguing in the disciplines

- A review copy of the book
- Rewards on publication
- Credit for promotion
- Practice of academic writing

Communicating with the world of wider audiences ~~manifests~~ is reflected by generic and cultural complexity~~, which may make up Ruth Breeze~~'s mind to detail it in two chapters. Chapter 5 ~~bears on~~considers advertising, which is organizations'~~_~~most emblematic discursive type ~~serving~~ and fulfills ~~amost~~ salient promotional function ~~ever~~ aimed at the public. ~~Such~~ Advertising's persuasive ~~salience~~ strategies ~~underlies~~ theare made salient by a rich multimodality and ~~metaphoricity~~ linguistically and rhetoreallythe linguistic and rhetorical metaphors embedded in ~~advertising~~ its discourse. ~~, through which~~ associations are built ~~up~~ between images, words or sounds ~~with~~ showing the ~~certain~~ positive attributes of the product or service advertised. However, such associations ~~cannot~~ are not transferable ~~be~~ cross-culturally ~~transferable~~, so it is suggested that advertising be customized to local culture, particularly in the case of global advertising. Persuasive strategiesness ~~is~~ are also employed by organizations such as NGOs to promote a particular message or cause and to change people~~"~~'s mind. ~~Besides, it is more than needed to mention the fact that~~In addition, Breeze discusses how advertisement colonizes the space and features characteristic of informative genres, ~~makes advertising~~resulting in hybrid genres. A typical example given is 'advertorials', which [please define]. Even though the deceitful ~~-or-~~/aesthetic two-sidedness of advertising poses challenges to ~~advertisement assessment~~analyzing it, ~~Ruth~~ Breeze believes the trend towards combining promotional ~~with~~ and informative discourse will continue.

大木虫
学术导航

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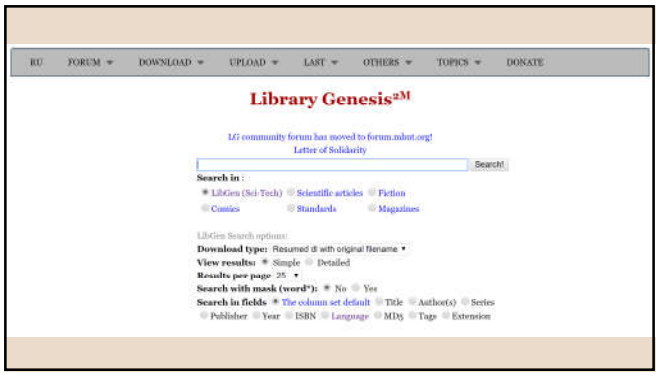

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学术导航

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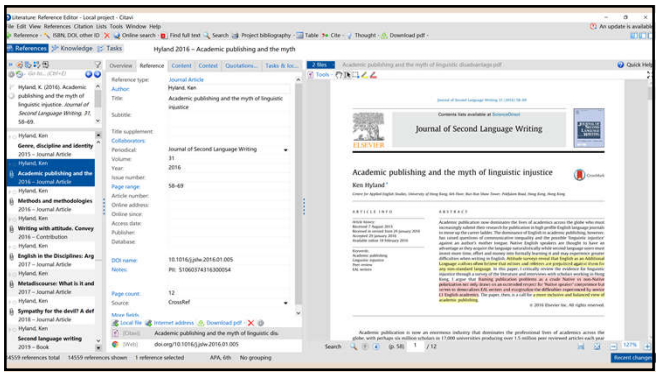
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Ken Hyland
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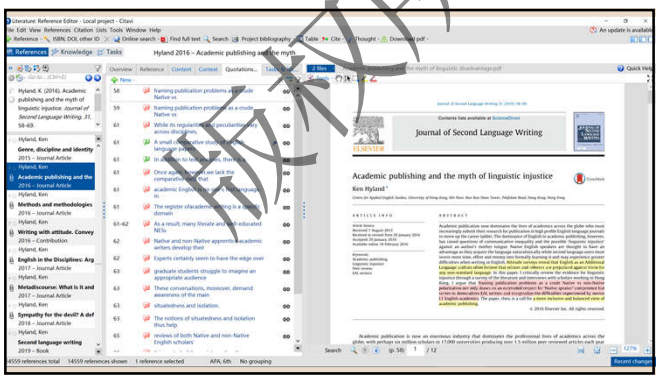
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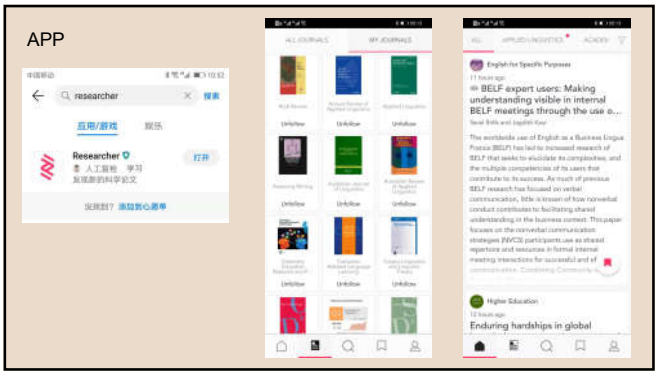
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Enduring hardships in global

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