96 年人文教育革新中綱計畫

子計畫三 人文領域人才培育國際交流計畫

國內活動類之系列講座計畫

2007 嶺東科技大學人文領域之國際能力培育講座

期末成果報告

Empowering researchers through developing their writing: Raising significant questions

Presented by Kate Cadman and Margaret Cargill

RDI

Outline (1)

1. How important is training in research communication skills for a global academy?
2. How can giving feedback on draft academic writing be part of training?
3. How can advisors and novice writers clarify and share expectations?
   - Stages of drafting?
   - Product and/or process?
   - Preferred modes of commentary?

RDI

Outline (2)

4. Feedback as the basis of a dialogic relationship for learning and teaching.
5. Research advisors contributing to writing training for the global academy.
6. Other important questions for furthering academic empowerment for scholars in the Taiwanese context?

RDI

How important is communication skills training for a global academy?

- How important is it in your field to publish and present internationally in English?

- How can you obtain, and/or offer, training in communication skills in English for:
  - finding out current international research trends in your field?
  - designing projects that fit into contemporary debates?
  - structuring your original research contributions into a conventional English language logic?
  - practising and improving academic oral presentation skills?
  - getting, and/or giving, detailed feedback to improve written drafts?

RDI

How can giving feedback on draft writing be part of research training?

- Correcting *content information* and adding to it
- Assessing and improving the *arguments or claims* which result from the researcher's analysis
- Suggesting expressions for strengthening the writer's *critique of relevant literature*
- Correcting the *English grammar,* vocabulary and technical aspects of English (including bibliographical style)

RDI

How can giving feedback on draft writing be part of research training? (Cont.)

- Teaching the writer *new skills* in relation to the issues above

- Helping to develop the writer's *confidence* to present their work internationally

RDI

How can advisors and writers clarify and share expectations?

- Talk explicitly and openly about what both the advisor and the writer expect from the process.
- Focus on some key issues:
  - turn-around time
  - preferred type of feedback
  - the writer's next action after receiving feedback
  - importing the feedback into the next draft - whose preference is to be followed?
- Use a cover sheet to indicate the stage of drafting.

RDI

A cover sheet to show stage of drafting

RDI

Process and/or product focus?

- Process focus
  - Priority is *training* - to teach the writer new skills or knowledges
  - Often used to assess how well the writer is learning and performing appropriate techniques
  - Usually occurs on early, developmental drafts

- Product focus
  - Priority is *editing* - to correct or improve the text
  - Usually occurs on late drafts near submission

RDI

Process and/or product focus?

RDI — The University of Adelaide Australia

Process focus - feedback as pedagogy and training

The advisor needs to
- aim to develop the writer's independence as a *self*-editor and make this clear to the writer
- construct comments for teaching rather than editing purposes
- consider commenting on specific rather than general focuses, to target the writer's learning.

RDI — The University of Adelaide Australia

Focuses for editing and self-editing

CONTENT (1)	DISCOURSE (2)	LANGUAGE MECHANICS (3)	"VOICE" (4)	FORMAT-TING (5)
facts, substance, ideas,	organisation, argument and logical flow, connections between ideas	technical & grammatical structures	how the writer creates themselves in the POV	printed features of the document
criteria for evaluation:				

RDI — The University of Adelaide Australia

Preferred modes of commentary

- Hard copy annotation
  - pen/pencil on the draft, and/ or separate notes?
  (may present handwriting and interpretation issues)
- Electronic feedback
  - track changes with coloured comments and text boxes?
  (may present equipment and time problems, as well as ownership issues)
- Oral face-to-face or phone discussion
  - formal or informal location and/or tone?
  - preferred language for discussion?
  (may disadvantage shy or dependent students)

RDI — The University of Adelaide

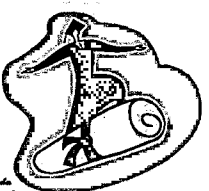## What kinds of relationship can feedback create?

- Feedback needs to be constructed to achieve the advisor's goal. (Unclear examples: *This is confused* or *Why are you telling me this?*)
- It often conveys a negative emotion. (Ineffective examples: *Rubbish!* or *What on earth does this mean?* or *You should know better than this by now.*)
- Clear instructions in positive language, without mentioning the person, promote learning most effectively. (NOT *You have omitted some key literature* BUT *It would be useful to add some key literature;* NOT *Faulty expression!* BUT *The meaning is not clear here*)

RDI — The University of Adelaide

How can advisors contribute to writing training for a global academy?

- Be a supportive colleague and mentor for novice writers in the academy, suggesting appropriate research avenues and publication sources.
- Share field expertise by contributing information and ideas to research design and communications
- Help novice writers to learn how to edit drafts for grammar, expression and technicalities of English.
- Act as a judge and gatekeeper of international conventions and standards.
- Build your withdrawal into the advising process.

What other questions are important for furthering academic empowerment for scholars in the Taiwanese context?

RDI — The University of Adelaide

Joining an international academic community: Issues, strategies and questions

Presented by Kate Cadman and Margaret Cargill

RDI

Outline (1)

1. International contexts and personal goals
2. Presenter profiles
3. Meeting international and local expectations
4. Issues and strategies
   a. Selecting avenues for publication
   b. Meeting the expectations of gatekeepers
   c. Writing for publication in different disciplines (Humanities, Social Sciences, Sciences)

RDI

Outline (2)

4. Issues and strategies (contd.)
   d. Publishing research on classroom-based teaching
   e. Self-editing research writing in English
   f. Developing discipline-specific academic English
   g. Empowering researchers through developing their writing
5. Questions for the local context

RDI

International contexts and personal goals

- Global and local communities working in English
- Complex realities of a global academy
  - Editorial boards of journals
  - International thesis examination
  - Locations, cultures and languages of expert and student research writers
  - Scholarly readers world-wide

RDI

International contexts and personal goals (cont.)

- Individual expertise, experience and motivation for writing research in English
  - to solve a significant problem
  - to contribute to a global knowledge community
  - to improve personal practice
  - to represent a country, ethnic group, or institution
  - to achieve professional promotion
  - to enhance personal confidence, skills and relationships

RDI

Presenter profiles (1)

- Margaret Cargill
  - BA, DipEd, MEd (TESOL)
  - Past teacher of German, French, and ESL in many contexts
  - Senior Lecturer in Researcher Education and Development, University of Adelaide, South Australia
  - Papers published in 6 international journals, plus book chapters
  - Executive Editor and past Co-Editor of TESOL in Context, the international journal of ACTA, the Australian Council of TESOL Associations
  - Co-editor of forthcoming special issue of Journal of English for Academic Purposes: English for Publication Purposes
  - Ongoing work in collaboration with scientist colleagues on development of publishing skills of scientists in P.R. China (2001-7)

RDI

Presenter profiles (2)

- Kate Cadman
  - BA (Hons, EngLit&Lang), MA (Hons, EngLit), GradDipEd (TESOL), PhD (AppLing)
  - Past teacher of English Language and Literature in many contexts
  - Senior Lecturer in Researcher Education and Development, University of Adelaide, South Australia
  - Papers published in 5 international journals, plus book chapters and a monograph entitled Action Teaching: Student managed English for international contexts
  - Ex-Executive Editor and current Co-Editor of TESOL in Context, the international journal of ACTA, the Australian Council of TESOL Associations
  - Member of the Editorial Board of the international Journal of English for Academic Purposes
  - Current reviewer for 7 international journals

RDI

Selecting avenues for publishing research in English (Workshop 1)

- Global trends and strategic action
- Developing an international profile
- Conference or journal?
- Information gathering strategies
- Playing the game

RDI

Meeting international expectations for articles and theses (Workshop 2)

Audience

- Who are the readers for your research writing?
  - International journal editors, reviewers, your international disciplinary community of peer researchers, thesis examiners, your colleagues and/or students

RDI

Meeting international and local expectations (cont.)

- The international review process
  - What editors are looking for
  - Meeting referee criteria
  - Responding to journal and conference reviews
- Crafting your writing for its context

RDI

Writing for publication in different disciplines 1 (Workshop 3)

- Research and publication in the disciplines
- Humanities argument-based research: Writing as the intellectual discovery of new ideas (eg English Literature)
- Social Science data analysis research: Reporting the rigorous analysis of social data (eg Education, Business)
- Reporting research in the Sciences: Using Scientific Method (eg Engineering)
- Abstracts and titles

RDI

Publishing research on classroom-based teaching (Workshop 4)

- Designing classroom based research for publication in English
- *TESOL in Context* - an Education journal
- The typical 'blind' review process
- Types of article structures in Education (argument, data analysis, teacher reflection)
- Sharing your teaching stories

RDI

Self-editing research writing in English (Workshop 5)

- Contexts, audiences and purposes for editing your own draft manuscripts
- Self-editing for expectations
  - *HOW MUCH?*
  - *HOW*
  - *WHO*
- Self-editing for you?

RDI

Developing discipline-specific academic English (Workshop 6)

- Language for specific purposes in global publications
- Moving from language as a system to language as used in disciplines
- A tool to facilitate development of discipline-specific research English
  - ConcApp concordancing software, plus
  - Discipline-specific text corpora, plus
  - Targeted training in use of the tool

RDI

Empowering researchers through developing their writing (Panel 2)

1. The importance of training in research communication skills for a global academy.
2. Goals and expectations for giving feedback on draft academic writing in English
3. Feedback creating academic relationships in learning and teaching.
4. Advisors contributing to writing training for a global academy
5. Closing question time

RDI

What questions are now important for the Taiwanese context?

RDI -

Selecting a journal or other international avenue for your work

Presented by Margaret Cargill and Kate Cadman

Outline

- Impact of global trends on local practice
- Strategic action
- Developing an international profile
- 'Blind' and 'double-blind' reviewing
- Conference or journal?
- Special benefits of attending international conferences
- International journals – which to target?
- Information gathering strategies
- After choosing the journal ...
- Playing the game

Impact of global trends on local practice

- Increased competition between institutions
- Increased internal accountability within institutions
- Pressure on individuals to develop/enhance an international profile
- Pressure from start of research study programs
- Major focus on international publication and presentation in English in international contexts

---

Strategic action

- 'Staging' development towards this goal
  - Develop an intentional strategy at all levels:
    - institution
    - department
    - research group and
    - individual researcher
  - Incorporate relevant components into students' research training and assessment

---

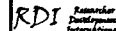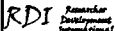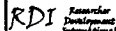## Developing an international profile

- What is 'the international research community' for you?
- Answer is specific to
  - your discipline
  - your field within that discipline
  - your topic area
- Also consider what matters for your job prospects / promotion

---

Developing an international profile (cont.)

- Who do you want to know about your work?
- Whose work are you building on?
- Whose work do you cite in your writing?
- Who is likely to be asked to evaluate your next application for research funding?
- So:
  - Which journals do they publish in?
  - Which journals do they cite?
  - Which conferences do they speak at?
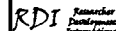
Key selection criteria for journals and conferences

To make the effort worthwhile, ensure that Conference Proceedings or journals include in their description words like these:

All contributions are subject to blind peer review

A *peer* in this context is an expert in the content area of the paper.
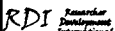
'Blind' and 'double-blind' reviewing

- 'Blind' reviewing
  - The author of the manuscript does not know who reviewed it.
- 'Double-blind' reviewing
  - The name/s of the author/s and all identifying features are removed from the manuscript.
  - Neither the author nor the reviewer knows the identity of the other.
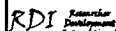
Conference or journal?

- Experience of being reviewed for either conference or journal contribution is extremely valuable – even if your submission is rejected!
- Relative importance varies with discipline and field
- If aiming for journals, conference Proceedings can be a stage on the way
- Include both avenues in your personal strategy
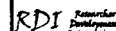
Special benefits of attending international conferences

- Following up the latest work in progress on your topic
- Presenting a poster
- Opportunities for networking
  - Talking to relevant experts in your field
  - Being approached by interested members of your audience
  - Developing new professional relationships

International journals – which to target?

- How important are these criteria for you?
  - Inclusion in Social Science Citation Index (SSCI) or Science Citation Index (SCI) (http://scientific.thomson.com/products/sci/)
  - Reputation within your discipline?
  - Relevance of the readership to your work?
  - Impact Factor?

International journals – which to target? (cont.)

- How important is Impact Factor to you?
  - Calculation: number of citations to articles in the journal in last 2 years / number of articles published in the journal in the same period
  - Appropriateness varies for different disciplines
  - Widely used in rating research outputs
- What other issues will be relevant for you?

Other factors to consider

- Does the journal publish research similar to yours (topic, depth, coverage ...)?
- Has the journal published research conducted using your methodology?
- Do you refer to (cite) papers from this journal in your article?
- Are the readers of this journal likely to be interested in your work?
- Can you show that your work contributes to a 'conversation' already going on in this journal?

Publishing = joining an international conversation

- Need to listen before you speak (means read before you write and submit)
- This reading helps
  - identify the 'hot topics' in the field (and important researchers on those topics)
  - clarify what has already been done
  - suggest 'gaps' your research could fill or areas you could extend
- Strategy needed to target your reading

Information gathering strategies 1

- Study the Reference Lists of recent articles for common journal titles
- Seek advice from colleagues and professional societies
- Investigate international publishing houses:
  - Visit websites (e.g. Elsevier, Springer, Cambridge)
  - Register for New Issue Alerts for selected journals
- Hunt through journal websites
  - Focus on Aims / Scope / Readership

Information gathering strategies 2

- Seek advice from visiting researchers
- Use library-based services
- Search using Google Scholar (etc.)
- Use discipline-specific contexts, e.g.
  - Newsletters: watch for Calls for Papers for special issues of journals
  - National journals or conferences
  - Department-based information gathering

Narrowing down the choice

- Check the journal or its webpage or email the editor for key information:
  - How long does the journal take to tell you its decision and to publish an article once it is accepted?
- Consider emailing the editor if you are unsure if your paper would be suitable
  - In your email show that you have read all the available information

After choosing the journal ...

- Download/copy the *Instructions to Contributors* and read it carefully
- Pay special attention to
  - Referencing style requirements (consider using a bibliographic software program, e.g. Endnote®)
  - Guidelines for tables, figures and illustrations
  - Length restrictions
- Perhaps set up a template document using the journal's requirements
- Note also features such as a typical number of references per article, use of long quotations

Reflecting on your choice

- If you have chosen a conference:
  - Can your proposed paper be tied appropriately to the conference theme?
  - Will this conference give you value for money at this stage of your international goals?
- If you have chosen a journal:
  - Is your work ready for peer reviewing of the most rigorous kind?
  - Is this journal the best location for your current work?

RDI *Researcher Development International*

Playing the game!

- When you submit a contribution to a refereed conference or journal, you learn how to play the publishing 'game'.
  This game has three educational outcomes:
  - professional development: you learn how to bring theory to the practice of your teaching
  - the product: you learn much more about how to write documents appropriate for your international field
  - the process: you learn how the 'blind' refereeing system works, and how to respond to impersonal, academic critique of your writing.
- So, submit a paper and enjoy the game!

RDI *Researcher Development International*

Blind peer review – the international 'common criterion'

- Peer – expert in the content area of the article
- Blind – author of the manuscript (ms.) does not know who reviews it
  - Some fields use 'double-blind review': the reviewer also does not know who wrote the ms.
- Generally at least 2 (blind) peer reviews are used to evaluate a manuscript
- Authors receive the reviews plus a decision from the journal editor or conference program chair

RDI *Researcher Development International*

Meeting the expectations of international journal editors, referees and thesis examiners

Presented by Margaret Cargill and
Kate Cadman

Outline

- Role of readers in English writing
- Reading audiences in the international academy
  - Journal editors
  - Journal referees
  - Thesis examiners
- The international review process

Outline cont.

- Journal referee criteria
  - Education, TESOL, Sciences
- Editor decisions and submitter strategies
- Responding to reviews: The rejoinder
  - General strategies
  - Most common comment types
- Thesis criteria
- Crafting your writing for its context

Role of readers in English writing

- English as a 'writer-responsible' language
- Effective academic writing involves setting up your reader's expectations and then meeting those expectations as quickly as possible.
  - Importance of titles, introductions, topic sentences, introductory phrases
- So who are your readers in international contexts?

Reading audiences in the international academy

- Editors and referees for
  - international journals
  - international conferences
- Examiners of research theses (if relevant)
- Reviewers of grant applications
- International research colleagues
  - often responding to email
- Useful to try and put yourself 'in their shoes'

The international review process

- You submit your manuscript (ms.) (often electronically)

- The editor makes an initial assessment and looks for:
  - originality and significance
  - suitability for the readership
  - conformity to *Instructions to Contributors*

Is the ms suitable for reviewing?

NO
The article is returned to you, often with suggestions for revision

YES
Your article is sent for either 'blind' or 'double-blind' reviewing, usually by two referees

---

Blind peer review

- An article is blind reviewed when the author of the manuscript (ms.) does not know who reviews it.
- Some fields use 'double-blind review': the reviewer also does not know who wrote the ms.
- Generally at least 2 blind peer reviews are used to evaluate a manuscript.

What instructions are referees given?

- In Humanities and Social Sciences, specific criteria may or may not be provided
- In Sciences, there is often a long list of questions or statements to respond to
- All referees are expected to write a report on the ms.

What are referees looking for in Higher Education?

* *Higher Education Research and Development (HERD)*
  - Interesting to the readers of the journal
  - Grounded in the/a relevant literature
  - Methodologically sound
  - Structure and organisation as expected
  - Format requirements met (referencing etc)
  - Makes an important contribution to the field

What are referees looking for in TESOL?

* *TESOL In Context, Journal of the Australian Council of TESOL Associations*
  - a topic which is of relevance and interest to readers of the journal
  - article's claims/conclusions based on rigorous analysis of primary data and/or well-supported argument
  - language use and style appropriate for the audience and purpose
  - *Instructions to Contributors* followed in all respects
  - potential to make a worthwhile contribution to the TESOL field

A Science Referee Report Form

* Is the contribution new?
* Is the contribution significant?
* Are all conclusions firmly based in the data presented?
* Is it suitable for publication in the Journal?
* Is the organization acceptable?
* Is the length of the paper satisfactory?

A Science Referee's Report Form (cont.)

* Are all illustrations required?
* Are all the figures and tables necessary?
* Are figure legends and table titles adequate?
* Do the title and abstract clearly indicate the content of the paper?
* Are the references up to date, complete and the journal titles correctly abbreviated?
* Is the paper Excellent, Good or Poor?

The next step

* Referees send their reports back to the editor
* The editor makes the final decision about the fate of the manuscript, considering
  - the referees' reports and recommendations
  - the reputation and publishing schedule of the journal

Possible editor's decisions

* Publish without change (very rare indeed)
* Accept subject to minor revisions (cause for celebration!)
* Resubmit after major revision (means another round of reviewing)
* Reject

  [Read the letter very carefully to make sure exactly what the editor means – language is often vague]

Who gets rejected?

* Survey of scientists who had published at least 10 papers in 5 top Ecology journals between 1990-1999*
* 22% of papers eventually accepted had been rejected at least once
* Every author had at least one paper rejected
* Senior scientists and scientists with more publications had higher rejection rate
* EVERYONE gets rejected at some point!

  *Cassey & Blackburn (2003) Trends in Ecology and Evolution 18:375-376

Paper rejected?

Determine why the manuscript is rejected:

* Not suitable for the journal – submit to another journal
* Problems with design or method – try to publish the parts the reviewers praised
* Research not new or 'important' enough – submit to lower ranking journal or conference proceedings
* Revising for resubmission – make changes recommended by reviewers

Minor and major revisions

* You will probably receive a letter/email from the editor, plus copies of the referees' reports.
* Pay most attention to what the editor's letter asks you to do.
* Read the referees' reports and then put them away for 1-2 days.
* Reread the reports, talk with colleagues, decide on a plan for revising your draft.
* Decide on a response to each comment made by each referee.
* If you do not think a suggested change would improve the paper, make a case to the editor for not making a change.

2

Example: Letter from *editor* to *author* after review

"Based on the comments and recommendations of the two reviewers (included) and my own reading of the manuscript, it is my view that some revision is required before this paper would be acceptable for publication. If you wish, you can send me a revised version of the manuscript, with a covering letter outlining how the reviewers' comments have been addressed. I have also included an annotated copy of the manuscript with some corrections to grammatical, typographical and formatting errors. Please attend to these as well in the manuscript revision."

Main types of comments from referees

1. The aims of the study are not clear
2. The theoretical premise or "school of thought" on which the work is based is not applied rigorously in the data analysis.
3. The research design or analysis methods are inappropriate.
4. Additional data, information or literature is needed to improve the paper.
5. Some information or discussion is not relevant so that arguments lose focus.
6. The conclusion sections do not accurately and cogently summarise the key claims and contributions of the paper.
7. The study is not situated adequately within recent literature and/or appropriately justified within a theoretical or social context.

Replying: Structure, Structure, Structure

- Do not make the editor 'work' to find your key points
- Identify each Reviewer by number - start separate section.
- Use numbered points
  - Copy the reviewers' comments
  - Then describe how you have addressed the point, or why you have made no change
- Emphasise all reviewers' positive comments

RDI Researcher Development International   THE UNIVERSITY OF ADELAIDE

Example response

Review 2: Summary advice

Para 1
1. Create opening gap in fewer words DONE
2. Reference list needs to be shorter DONE
3. Refocus the paper away from theory towards the 'nitty gritty' of experiential moments DONE – SEVERAL THEORETICAL DISCUSSIONS REMOVED AS RECOMMENDED
Para 2
1. In order to effect point 3, revise paper by avoiding explanatory statements and incorporating the stories into the discussion DONE – STORIES INCORPORATED AS EXEMPLARS
Para 3
1. Remove unrelated theoretical observations eg teacher identity p.14 DONE
2. Remove role of humour pp.14-15 SORRY – I THINK THIS ONE IS IMPORTANT FOR MY PERSPECTIVE SO I HAVE RETAINED IT (SEE ALSO NAHAS, 1998 & PASTOL, 2002)

Using assessors' criteria to refine your writing

- Useful questions:
  - Where in the document would a reviewer or examiner look for evidence about each criterion?
  - Can you make this evidence easier for the assessor to recognise?
- Self- and peer-editing against the criteria
- Some shared expectations for journal articles and theses

RDI Researcher Development International   THE UNIVERSITY OF ADELAIDE

PhD Thesis Criteria (University of Adelaide)

The thesis shall:
(a) display original and critical thought
(b) be a significant contribution to knowledge
(c) relate the topic of research to the broader framework of the discipline within which it falls, and
(d) be clearly, accurately and cogently written and be suitably illustrated and documented.

RDI Researcher Development International   THE UNIVERSITY OF ADELAIDE

**Crafting your writing for its context**

- Find out as much as possible about the audience from the beginning (including criteria if possible).
- Plan research with the writing in mind.
- Analyse successful examples of the target text using structures from these workshops.
- Edit your drafts using this knowledge about audience: Where is the evidence in the document?

*RDI Researcher Development International*   THE UNIVERSITY OF ADELAIDE

Writing for publication in different disciplines

Presented by Kate Cadman and
Margaret Cargill

RDI

Outline

1. Introduction to research and publication in the disciplines
2. Targeting a suitable location: Journals, referees and readers
3. Disciplinary cultures and their arguments
   - Humanities and the development of new arguments
   - Social Science analyses of primary data
   - Scientific analyses and scientific method
5. Abstracts and titles
6. Making a contribution to international scholarship in your discipline

RDI

Research and publication in the disciplines

- Historical contexts of disciplinary research cultures in the West
  - ancient humanities logic of argument
  - modern and post-modern empirical and social-scientific investigation
  - modern scientific method

- Wide variety of research cultures and paradigms within the global academy
- Conventions of written texts reflecting their specific research discipline and its culture

RDI

Targeting a suitable journal in your discipline

- Does it belong to the research culture you wish to join?
- Who are its readers?
- What are its basic aims?
- Is it fully refereed with a 'blind' review process?
- Have you identified recent interests developed in its articles?
- Is your own work directly relevant?
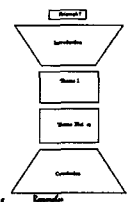- Have you noted the *Information for contributors*?

RDI

**Disciplinary cultures and their arguments 1: Humanities**

- Will your contribution to scholarship take the form of
  - an original argument developed on the basis of previous scholarly theses?
  - a written essay following a pattern of logically developed reasoning?

- Usually found in English literature, History, Politics, Asian Studies, Law, Fine Arts...

RDI

Argument article structure

- May have an Epigraph
- Introduction
- Theme 1 (unlikely to have sub-headings)
- Theme 2 ... (etc.)
- Conclusion

RDI

Humanities argument articles

- arguments usually structured as essays
- organized as propositions followed by evidence
- paragraphs and sentences explicitly constructed to link groups of ideas and points together
- secondary literature and theory referred to throughout, to substantiate propositions
- often using long quotations
- rarely using sub-headings, tables or figures

RDI

Example of an argument article

Murphy, M. (2006). The ethic of the gift in George Eliot's *Daniel Deronda*. *Victorian Literature and Culture* 34, 189-207. (See *Academic Empowerment Readings*)

Outline

Epigraph	Pertinent quotation from Mauss
Introduction (pp.189-191)	Mauss and theoretical framework of "gift theory" Author's thesis: "In this article I will suggest that George Eliot... saw the profound ambivalence of the gift and explored its function within social systems in her last novel, *Daniel Deronda*." (p.190)
Theme 1 (positive - gift by Daniel to Gwendolen of a turquoise necklace: pp.191-193)	Opens with general gift-giving in *Middlemarch* & *Daniel Deronda*. Author argues: "The first prominent gift of the novel is a redemption:..." (p.191) Evidence given by analysis of the novel.
Theme 2 (negative - Grandcourt's gift of his mother's diamonds: pp.193-194)	Author argues: "this marriage... becomes the site for the poison" in the gift. (p.193) Evidence given by analysis of the novel.

RDI

Example of an argument article (cont.)

Theme 3 (negative - gift exchange as marital: pp.194-6)	Author argues: "that Eliot works to defeat this stereotype [of usury] by depicting Judaic traditions of generosity" (p.194) Evidence given by refuting previous literature (Gallagher).
Theme 4 (negative - Gwendolen as receiving gifts in order to 'survive': pp.196-199)	Author argues: "Gwendolen is represented as a character... losing control over her actions" (p.194) Evidence given by showing Eliot's knowledge of C19 'survival' literature (Tyler).
Theme 5 (negative - household structures as a form of 'gift economy': pp.199-200)	Author argues: "[Eliot] is clearly critical of the dominance of the aristocratic order" (p.199) Evidence given by analysis of the novel.

RDI

Example of an argument article (cont.)

Theme 6 (positive - representation of Judaic gift-giving: pp.200-202)	Author argues: *"a positive version of the power of the gift" is in '[Eliot's] culturally dictated generosity in the Jewish community"* (p. 200) Evidence given by analysis of the novel.
Theme 7 (negative – in all patriarchal marriage, gift giving is a trap: pp.202-203)	Author argues: *"the British upper class" and "the [Jewish] culture too, is patriarchal, and so these bonds [act] as bondage."* (p.202) Evidence given by analysis of the novel.
Conclusion (reconciliation of positive and negative themes: p.203)	Author summarises previous themes (gift-giving as a market economy in British & Jewish culture; Tyler and 'survival'; the 'poison' of patriarchal marriage. Author's final thesis: *"Eliot recognises the value of social bonds [and] this other face, social bondage... And so there is no single ethic of the gift in Daniel Deronda."* (p.203)

RDI

Disciplinary cultures and their arguments 2: Social Sciences

- Will your contribution to scholarship take the form of
  - a review of literature justifying the need for your study and its particular focus?
  - a well-conceived theoretical framework as the basis for collecting primary data?
  - new knowledge claims emerging from a rigorous analysis of this data?

- Usually found in Business and Commerce, Applied Linguistics, Education, Geography...

RDI

Social data analysis article structure

- Abstract

- Introduction
  (may or may not include Review of Literature)

- Methodology
  (usually includes theory, methodology, participants and methods)

- Analysis of results/ Discussion
  (usually organised by themes which are created out of data analysis)

- Conclusion (often with recommendations for practice or further research)

RDI

Social data analysis articles

- The rationale for the whole article is the author's "take-home message", in other words the major claims emerging from analysis of data

- The research "story" set up at the opening shows how this investigation formed the next link in a chain of research being discussed in a conversation going on in current literature.

RDI

Social data analysis articles (cont.)

- The Introduction
  - begins 'broadly' with a background to the field, then moves to a narrower focus for this topic
  - situates the study in recent relevant scholarship in the field
  - often justifies the study by outlining a social problem or raising a new question
  - clearly identifies the research question and/or aims and objectives
  - may or may not end with a summary of the main claims from later analysis, and/or a 'map' of the rest of the paper

RDI

Social data analysis articles (cont.)

- The Methodology establishes credibility for the study by establishing a valid theoretical framework for
  - why, and how, data were obtained
  - how the data were analysed
  - who the participants were
  - why claims made from analysis of data should be trusted

RDI

Social data analysis articles (cont.)

- The Results/ Discussion section
  - applies the theoretical framework to the data
  - organises discussion in themes emerging from the data

- The Conclusion
  - summarises the main claims from the analysis
  - ties them to the issue or focus established at the beginning to form a clear "take-home-message" for the article
  - offers recommendations for wider relevance or further research

RDI

Example of a social data analysis article:Education

Ingleton C. & Cadman, K. (2002). Silent issues for international research students: Emotion and agency in academic success. Australian Educational Researcher (29)1, 93-114. (See Academic Empowerment Program 5 Readings)

Outline

- Abstract (p. 93)
- Introduction (p. 93)
- Memory work (p. 94)
- The study (p. 96)
- Theoretical approaches (P. 97)
  - Confidence, pride, shame and the social bond (p. 98)
- The narratives
  - Pride, solidarity and confidence (p. 100)
  - Competition, image and identity (p. 102)
  - Alienation and threat (p. 105)
  - Agency (p. 108)
- Conclusion (p. 109)
- References (p. 110)

Example of social data analysis article: Business

Ogunmokun, G. & Ng, S. (2004) Factors affecting export performance in international marketing: A study of Australian firms. International Journal of Management 21(2), 172-185.

Outline

- Introduction and theoretical background (p. 172)
- Research methodology (p. 173)
  - The sample (p. 173)
  - Measures of export performance and classification for comparative analysis (p. 174)
    - Export sales as a percentage of total corporate sales (p. 174)
    - Export growth (p. 174)
    - Current financial profitability of the exporting operations (p. 175)
  - Instrument used for data collection and analysis (p. 175)
- Research findings (p. 176)
  - The relative importance of variables affecting export performance (p. 177)
    - Marketing expertise (p. 178; 1 table)
    - Market skimming pricing strategy and product differentiation strategy
    - Perceptions of the benefits of exporting (p. 179)
    - Outside assistance (p. 179)
    - Ability to handle legal environmental problems (p. 179)
    - Manager's personal attributes (p. 180)
    - Strong motivation to export (p. 180)
- Conclusion (p. 180)
- References (p. 181)

Disciplinary cultures and their arguments 3: Sciences

- Will your contribution to scholarship take the form of
  - identification of a problem or area needing development, set up through a targeted review of relevant literature and/or practice leading to clear questions or hypotheses
  - conduct of an empirical study designed to produce data which will answer the questions/confirm the hypotheses at an appropriate level of confidence
  - new knowledge claims based on analysis of these data in the light of previous knowledge

- Usually found in Sciences, Medicine, Engineering,

RDI

Structure of articles that report on scientific studies

- Abstract
- Introduction
- Materials and methods
- Results
- Discussion

RDI

Scientific study report articles

- The rationale for the article is the 'story' of the research that can be told now that the data have been analysed and the implications understood
- This is not necessarily the story the author thought they would tell when they planned the study!
- The story is based on the results: evidence for a new contribution to a particular conversation going on in the field
- The specifics of the conversation are highlighted at the start of the Introduction
- The specific contribution is highlighted at the end of the Discussion (Conclusion)

RDI

Example of a Science article: Electronic Engineering

Goldberg, S., Daby, V., Wang, T., and Pramal, P.R. (May 2007) Source-Matched Spreading Codes for Optical CDMA. IEEE Transactions on Communications 55(5), 880-888.

Outline

- Abstract
- Introduction
- Punctured carrier-hopping prime code
- Implementation and performance analysis
  a. Some puncturing schemes
     a. Puncture with one optical correlator
     b. Puncture with λ-shuffle and two optical correlators
  b. Comparison of schemes
- Conclusion
- Acknowledgement
- References

RDI

Abstracts

Consider the following titles and abstracts from published Social Science research papers in Education and Business.

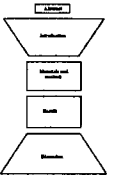GREEN lettering indicates reference to background knowledge from the field

RED lettering indicates theoretical framework and methodology

BLUE lettering indicates results and conclusions of the study

RDI

Silent issues for international postgraduate research students: Emotion and agency in academic success

Abstract

This study explores the emotional and social factors contributing to international students' success in an Australian research university. We were particularly interested in these students' sense of agency – what enables them to act with confidence as learners. We used memory-work to focus on the social interactions and emotions involved in building successful self-identities as students, both at home and abroad. Seven international postgraduate research students participated in the study and raised issues that have affected their confidence and success in different academic contexts. Some of these have received little attention in the literature or in their induction programs. The issues include the high personal cost of competition; the weight of responsibility towards family, colleagues and workplaces at home; the need to maintain a successful self-image despite their self-doubt and lack of confidence; and the need for early academic validation in a foreign research culture. What the students had believed were individual and private issues, held in silence, came to be recognised by the group as common experiences. As a result of their participation in the study, the students set about changing private and public awareness of some of the socialisation processes that have inhibited their success.

Brewer, P. and Sherriff, G. (2007). Is there a cultural divide in Australian international trade? *Australian Journal of Management* 32(1), 113-134.

Abstract

During the 1990's there was considerable debate in Australia about the desirability or otherwise of changing the nation's official trade focus away from traditional trading partners in Western Europe and North America to Asian countries located within Australia's own East Asia/Pacific region. This paper analyses Australia's trade patterns to better understand whether the economic opportunities that have emerged with East Asia's growth have trumped the nation's close historical, cultural and political relationships with Western Europe and North America. An analysis of cultural differences and trade indicates that culture plays little if any part in Australia's national trade outcomes, and that Australia's international trade interests are much more closely aligned with East Asia than cultural argument might have predicted.

RDI

Titles

- How short and simple, or long and complex, are most titles in your discipline ?
- What are the appropriate keywords for the main audience?
- How do the key words appear in your discipline?
  - Do you see phrases like 'An investigation of...'?
  - Are questions or full sentences appropriate?
    (eg 'Is there a cultural divide in Australian international trade?' [Business])
  - Is it common practice for colons (or dashes) to be used to allow 'catchy' ideas to appear first?
    (eg 'Silent issues for international postgraduate research students: Emotion and agency in academic success' [Education]; 'The ethic of the gift in George Eliot's Daniel Deronda' [English Literature])

RDI

Making a contribution to international scholarship in your discipline

- Planning
  - As you read in your discipline, consider the ways in which the conventional values of its scholarly research have developed historically in English language contexts.
  - Analyse how arguments are developed in journal publications in your field.
  - Design your research to follow the preferred practice of reporting research in your discipline's journal articles.

RDI

Making a contribution to international scholarship in your discipline (cont.)

- Drafting
  - Sketch your own research writing following the deductive or inductive logic which is appropriate for analysing your literature and your data.
- Submitting
  - In your draft writing check that your new contributions to your field have emerged clearly, either from developed argument or from analysis of data.
  - Edit your drafts carefully for their structure as well as for their grammatical accuracy.

RDI

Publishing research on classroom based teaching

Presented by Kate Cadman and
Margaret Cargill

RDI

Outline

1. Designing classroom based research for publication in English
2. *TESOL in Context* as an example of an Education journal
3. Readership
4. Journal aims
5. The 'blind' review process
6. What do Editors look for?
7. What do Reviewers look for?

RDI

Outline (cont.)

8. Meeting referee criteria
9. Article structures
   - Development of new arguments
   - Analyses of primary data
   - Personal reflections on teaching
10. Before you submit...
11. Responding to review feedback
12. Sharing your teaching stories

RDI

Designing classroom research for publication in English

- Innovation in teaching
  - What's new in your teaching context (content, curriculum, methods, student interests, policy)?
  - What do (or *could*) you do that is original or special?
- Finding a journal location
  - Which journals do you read? What is their focus (practice and/or theory)? How can your work interest their readers?

RDI

Designing classroom research for publication in English (cont.)

- Deciding on a research methodology
  - Which research methodology do you prefer (action research; qualitative or quantitative analysis of primary data, or a 'mixed method'; development of an ideas-based argument)?

RDI

TESOL in Context: **A typical Education journal**

- Editorial team
  - Executive and Co-Editor
  - Book Review Editor
  - Editorial Board or Committee
  - Additional specially selected reviewers
  - Administrative roles (Assistant Editors, data base managers, advertising officers, web support, secretarial staff)

RDI

Who are the readers?

TESOL in Context has a **practice** focus.

It has a wide target audience of ESL/EFL teachers and professionals working in
- kindergartens, primary and secondary schools
- new arrivals and migrant programs
- vocational training programs
- universities, including TESOL teacher training
- private colleges of English
- all countries where English is taught

RDI

What are the journal's aims?

The basic aims of the journal are to

- provide teachers and practitioners with insights into TESOL issues relevant to Australia
- examine the relationship between TESOL theory and practice
- contribute to the development of classroom expertise

RDI

What is the 'blind' review process?

- You submit your manuscript to an Editor by mail or as an email attachment.
- The Editor makes an assessment:
  1. Is the article suitable to be sent for refereeing?
  a) No
     The article is returned to you, usually with some feedback for redrafting.
  b) Yes
     a) your name and all identifying features are removed
     b) your article is sent 'blind' to 2 referees with expertise in the field.

RDI

The 'blind' review process (cont.)

2. The Editor receives reports from the referees and makes a decision based on their recommendations.

3. The Editor emails the author to say one of these:
   - the article is accepted without alteration
   - the article is accepted subject to specified revisions
   - the article will be sent out for review again after major revisions, or
   - the article is rejected.

RDI

What do Editors look for?

Before sending a manuscript out for review, *TESOL in Context* editors look for
- original and/or interesting initiatives on teaching practice, theory or educational management, or a new approach to a teaching issue or problem
- a conceptual framework developed from theory and applied to a real-life classroom situation
- analysis or arguments that are grounded in relevant published literature and are situated in recent scholarly debates

RDI

What do reviewers look for?

The Editors ask the reviewers of a TESOL journal to consider whether an article

- is on a topic which is of relevance and interest to readers of the journal in practical TESOL teaching contexts
- has the potential to make a worthwhile contribution to the TESOL field
- is around 3,000 words long, and
- follows the journal's *Notes for Contributors* in all respects, including consistent use of APA bibliographic style.

RDI

What reviewers look for (cont.)

The *arguments* presented in the article need to
- make claims or conclusions that are based on
  - well-supported evidence for arguments, and/or
  - rigorous analysis of primary data, and/or
  - appropriate analysis of teaching programs or practice
- be logically structured and clearly linked
- be expressed in language and style that are appropriate for the readers (in this case, teachers)

RDI

Meeting referee criteria

- First steps:
  - Read several issues of the journal
    What conversations are already going on in your field that you could join?
  - Think about the readers
    How can you write about your work so as to interest them?

RDI

Meeting referee criteria (cont.)

- Next steps:
  - What is the 'take home message' or central argument of your manuscript?
  - Which of these will you need to demonstrate:
    - an original argument, well-supported by published material and your own observations?
    - rigorous analysis of quantitative or qualitative data?
    - personal reflection on your teaching practice?
  - Where will you demonstrate these criteria?

RDI

Argument article structure
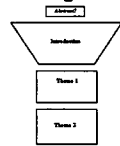
- May or may not have abstract
- Introduction (may or may not have sub-headings)
- Theme 1
- Theme 2 ... (and so on)
- Conclusion

RDI

Argument articles

- The rationale for the whole article is the author's 'thesis', or the main contention being argued.
- This argument is usually stated in the introduction or towards the beginning of the article.
- Evidence to support the argument is then grouped into themes which are organised in a logical order to form body sections.

RDI

Argument articles (contd.)

- Body sections are linked to each other logically and thematically.

- The Conclusion restates the central argument and suggests its significance for the Educational field.

RDI

Example outline of an argument article

Burke, R. (2001). Western names in the classroom: An issues for the ESL profession. *TESOL in Context 11*(1), 21-26.

Outline

- *[Introduction – no heading]* (p. 21)
- Why do learners adopt Western names? (p.21)
- Classroom convenience or cultural imperialism? (p.22)
- Cultures of naming: A rich resource for the classroom (p.22)
- Conclusion (p.23)
- References (p.23

RDI

Structure of articles that analyse data
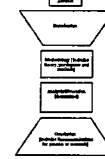
- Abstract

- Introduction
  (may or may not include Review of Literature)

- Methodology
  (usually includes theory, participants, and methods)

- Analysis of results/ Discussion
  (usually organised by themes)

- Conclusion

RDI

Articles that analyse data

- Logical structure is governed by ways in which the analysis of the classroom teaching data answers the initial question or problem

- The Introduction
  - begins with the 'broad' teaching issues being addressed
  - shows how these issues have been presented in recent knowledge and/or scholarship in the field
  - often describes the context and situates the teacher/ researcher.

RDI

Articles that analyse data (cont.)

- The Methodology establishes credibility for the study by
  - establishing a valid theoretical framework for
    - why, and how, data were obtained
    - how the data were analysed
    - who the participants were
    - why claims made from analysis of data should be trusted

- The Results/ Discussion section
  - applies the theoretical framework to the data
  - organises discussion in themes.

RDI

Articles that analyse data (cont.)

- The Conclusion
  - summarises the main claims from the analysis
  - ties them to the issue or focus established at the beginning to form a clear 'take-home-message' for the article
  - offers recommendations for wider relevance or further research

RDI

Example outline of a data analysis article

Chawhan, L. & Oliver, R. (2000). What beliefs do ESL students hold about language learning?: The language learning beliefs of English as a second language students in an Australian context. *TESOL in Context 10*(1), 20-27. (See *Academic Empowerment Program & Readings*)

Outline

- Background (p.20)
- Participants (p.20)
- Materials and procedure (p.21)
- Results and discussion (p.22)
  - Foreign language aptitude (p.22)
  - Difficulty of language learning (p.24)
  - Nature of language learning (p.24)
  - Learning and communication strategies (p.24)
  - Motivation (p.25)
- Conclusion (p.25)
- References (p.25)
- Appendices (pp.26&27)

RDI

Teacher's self-reflection articles

- Many Education journals are interested to publish teachers' reflections on their own teaching.

- These 'reflexive' articles are usually narratives or 'stories' of teaching initiatives, with the teacher's analyses of the results.

- The analyses are usually qualitative, though they may be quantitative.

- The important thing is that they tell the teacher's 'story' and are written in the teacher's own 'voice'.

RDI

The reflexive 'voice' of the teacher

- The Introduction
  - establishes the identity and the location of the teacher ("As an Educational Consultant in South Australia, I work with teachers in supporting the language development of ESL/EAL students..." ")
  - raises important professional questions for this teacher and her context
  - ("Of particular interest for me is the question of how educators can actively engage EAL learners in a program that...")
  - identifies the teaching problem or initiative addressed in the article
  ("One focus for this interest has been the 'Inside Out: Boys' Voices' project in which identity issues have been explored with a group of young refugees.")

RDI

The reflexive 'voice' of the teacher (cont.)

- The body sections
  - present the theoretical framework, the participants, the teaching methods and the analysis
  - sustain the teacher's personal 'voice' throughout, especially in the analysis of data
    ("While acknowledging these perceptions, I argue that educators also need to ...")
- The Conclusion
  - summarises the outcomes of the teaching initiative
  - restates the claims made in the data analysis
  - finishes with a focus on the teacher and what s/he has learned
    ("The challenge for us as educators is to capitalise on these rewards. I firmly believe that the provision of an inclusive curriculum ...")

RDI

Example outline of a teacher reflection article

Hewson, S. (2005). *Inside out: Boys' voices: Identity and refugee students in a secondary school, TESOL in Context Special edition Series S 1: Tales out of school, pp. 34-48.*

Outline

- *[Introduction – no heading]* (p.1)
- Identity in curriculum frameworks in Australia (p.1)
- *Inside out: Boys Voices* - the context (p.3)
- The rationale (p.4)
- The project (p.5)
  - *Planning (p.6)*
  - *Deconstructing texts (p.6)*
  - *Devising a framework (p.7)*
  - *Scaffolding language features (p.7)*
  - *Drafting and conferencing (p.9)*

RDI

Example outline of a teacher reflection article (cont.)

- Project (cont.)
  - *Developing the language of appraisal (p.9)*
  - *Filming (p.10)*
  - *Evaluating learning (p.11)*
- Identity: Reconstruction or adjustment (p.11)
- Identity as a site of struggle (p.12)
- Student identity (p.12)
- Evaluation (p.14)
- Conclusion (p.15)
- References (p.17)

All quotations above are taken from this article

RDI

Before you submit ...

- Ask a colleague or supervisor to read your article to see if they find your writing approach interesting.
- Revise and polish your article structure and arguments carefully.
- Put yourself in a reviewer's shoes and check your article against the journal's criteria.
- Edit and proofread for accuracy and expression, and check that you have followed correct bibliographic style for the journal.

RDI

Sharing your teaching stories with international colleagues

- The 'global village' is shrinking. The international academic community is interested in teaching initiatives and approaches from all over the world.

- Research on teaching English, and on teaching in English, are especially valued by scholars in both similar and different contexts from your own.

- So - share your teaching stories with distant readers in the global academy.

RDI

Self-editing for research writing

Presented by Kate Cadman and
Margaret Cargill

RDI

Outline

1. Contexts, audiences and purposes for editing your own draft manuscripts
2. Self-editing for expectations
   - *HOW MUCH?*
   - *HOW?*
   - *WHO?*
3. *HOW MUCH?* - Amount of self-editing

RDI

Outline

5. *HOW?* - Language focuses of self-editing
   - Self-editing for discourse and argument
   - Self-editing for grammar and mechanics
   - Self-editing for a writer's "voice"
   - Choosing a focus and deciding on action
6. *WHO?* - Responsibilities for editing
   - Goals; options; realistic self-assessment
7. Self-editing for you?

RDI

Contexts, audiences and purposes for language use

- Every piece of writing (POW!) is composed for a specific audience and for a specific purpose
- Who is the reader or audience for a written research document in a global academy?
  - a gatekeeper working in English (an international Editor; a journal reviewer; a thesis examiner)
- What is the purpose of the writing?
  - to provoke readers to *critique* ideas and research claims, to think, question, judge...
  - to *convince* academic readers of the quality of the work reported in the POW

RDI

Changing your perspective for self-editing

- Changing the focus you bring to your writing
  - View 1: you focus on your contribution to scholarship
    - knowledge in an international context
    - information/ findings
    - ideas taking shape in English expression
  - View 2: you focus on your developing POW as a draft
    - conventional logical flow of English
    - paragraph, sentence and grammatical structures of English
    - how you create yourself and your written 'voice' in English words

RDI
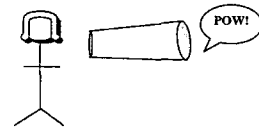
Composing a draft POW

RDI

Self-editing for expectations

RDI
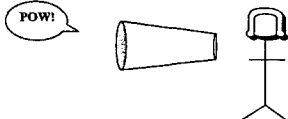
Self-editing for audience (who will read it?) and purpose (what do you want to achieve?)

The key questions are:

- *HOW MUCH* self-editing should be done?

- *HOW* might the editing be done?

- *WHO* is going to do it?

RDI

HOW MUCH? – Amount of self-editing

Level 1: "polished", very heavily edited, many hours of focussed attention to details of conventional presentation

Level 2: *some* work done to meet conventional language forms but a lot of variations from standard English still present

Level 3: little or no self-editing to "polish" the draft

RDI

1

HOW MUCH? – Amount of self-editing

	Piece of Writing (POW!)	Level
A	a thesis being submitted	
B	a draft thesis chapter for a supervisor to read	
C	an email	
D	an article prepared for submission to a journal	

RDI

HOW? – Focuses for self-editing

CONTENT (1)	DISCOURSE (2)	LANGUAGE MECHANICS (3)	"VOICE" (4)	FORMATTING (5)
facts, substance, ideas,	organisation, argument and logical flow, connections between ideas	technical & grammatical structures	how the writer creates themselves in the POW	printed features of the document
criteria for evaluation:				

RDI

HOW (2)? - Self-editing for discourse and argument

Some useful questions to ask yourself:

- What is meant by "logical flow" and text organisation?
  - How is an argument developed and linked?
  - How do 'connections' between ideas look generally in academic English? How have I used these connectors?

  [eg However; Therefore; Although; Furthermore; On the other hand...]

RDI

HOW (2)? - Self-editing for discourse and argument

- How does my discipline's research writing connect the ideas that are being presented? Does my draft conform to the same patterns?

  [eg headings & subheadings (tables of contents); *order of information* (general to specific; logical progression); *phrasing in sentences* (present the old or "given" information before the new)

RDI

HOW (2)? - Self-editing for discourse and argument

- What is the "story" in my research draft?
  - My "take-home message" is that...

- Where are the conventional places for making this disciplinary "story" clear and explicit?
  - ends of sub-sections?
  - beginnings of chapters and/or subsections?
  - beginnings of paragraphs (topic sentences)?
  - Conclusion sections or concluding sentences?

RDI

HOW (2)? - Self-editing for discourse and argument

- How can I make sure that my draft demonstrates independence of thought and avoids "plagiarism"?

  - Begin drafting by noting your "story" in dot points, *then* add the facts or the literature and references.

  - *Tell* the story verbally to someone before you draft, and explain why you have ordered your material that way, and what the logical links are between the sections.

RDI

HOW (2)? - Self-editing for discourse and argument

- Do a *mechanical check* before you submit. Bear in mind these standard guidelines:

  - ALL copied words need a *reference* and quotation marks with the page number
  - ALL published facts or information need a *reference*
  - ALL published arguments and findings need a *reference.*

- Discipline practices differ so check your own.

RDI

HOW (3)? - Self-editing for language mechanics

- Perhaps use a *Correction Code*

At sentence/paragraph level – find and mark

G	right word base - wrong grammatical form
WW	wrong word used
Art	error of the article
Prep	problem with the preposition
Ag	problem of agreement/ singulars and plurals
T	inappropriate verb tense used
SS	sentence structure faulty

RDI

HOW (3)? - Self-editing for language mechanics

- How can you get your mind to focus on the mechanical structures of English?

  - Attend English grammar courses, and apply the lessons carefully to your own writing.
  - Count up your own most common errors and practise the points with a grammar book.
  - Form a group of colleague-readers who help to edit each other's drafts.

RDI

HOW (3)? - Self-editing for language mechanics

- Use a ruler to work upwards from the bottom of the page.

- Buy a specially coloured pen to associate your thinking with different language features.

- Use a Concordancing software tool (as described in Workshop 6).

RDI

HOW (3)? - Self-editing for language mechanics

- Work through a rigorous self-editing process such one of these:

1. Ask your supervisor or colleague-reader to mark your work, or identify your own "Most Common Errors" with a *Correction Code*.

2. Then, make sure you understand your errors by looking in a book or asking your supervisor or your colleague-reader for an explanation.

RDI

HOW (3)? - Self-editing for language mechanics

3. When you edit your next draft, choose specific language features that you want to work on (perhaps your most common errors).

4. Ask your supervisor or your colleague-reader to check *only* those grammatical points that you have edited.

RDI

HOW (4)? - Self-editing for a writer's "voice"

- Who do *you* want to be in *your* academic draft?

- *Where* can you be heard? In...
  - the way you cite published literature
  - vocabulary – content and non-content function words
  - expression and grammar
  - personal pronouns ("I", "we", "you")
  - features above and beyond language (eg italics, 'scare quotes', exclamation marks, etc)

RDI

HOW? - Self-editing for a writer's "voice"

Example 1: Mathematics

The existence of the third root, or intersection of the line and curve, is the equivalent of closure of the group E, since the group sum of any two points on the curve results in another point on the curve. That is, any line which passes through two points on the curve must also pass through a third point on the curve. If the line is tangent to the curve, then it is counted as having passed through the curve.

RDI

HOW? - Self-editing for a writer's "voice"

Example 2: Public Health

Of those who had been screened in the last twelve months, 68 per cent had attended the van. It would appear then, that the campaign may have encouraged women to attend for screening in other locations. One possibility is that some women were encouraged by the campaign to be screened but missed the van. Other women may have preferred to go to a fixed site. Indeed anecdotal evidence shows that some women find the van too "public".

RDI

HOW? - Self-editing for a writer's "voice"

Example 3: Applied Linguistics

As an ESL Consultant in Catholic Education in South Australia, I work with teachers in supporting the language development of ESL/EAL students... as they learn in and through a second or additional language. I often ask myself questions relating to the educational experiences of EAL students: How successful are schools in providing an inclusive curriculum that values prior experience and learning? To what extent is it acknowledged that students are grappling with issues surrounding settlement and acculturation which have an impact on their identity?

RDI

HOW? - Choosing a focus, and deciding on action

- Read the example below and imagine you were a colleague-reader helping your friend to edit their draft.

- What would you advise your colleague to focus on (in order of priority) for his/her next actions?
  1.
  2.

- Underline the features of the language which indicate that this action is necessary.

RDI

Editing Practice

Qualitative Research in a Social Science Discipline

Chapter 4: Migration and the family

As Grieco and Boyd state the migration of women more likely than men that determined by two fundamental factors do. First, by the gender-specific ability to make decision to migrate; and second, by the gender-specific ability to access the resources (both financial and information) necessary to migrate those two abilities are influenced by the familial and socio-cultural contexts that surrounding them (Grieco and Boyd 1998).

RDI

Editing practice (cont.)

Qualitative Research in a Social Science Discipline

Chapter 4: Migration and the family

As Grieco and Boyd (1998) state the migration of women more likely than men that determined by two fundamental factors do. First, by the gender-specific ability to make decision to migrate; and second, by the gender-specific ability to access the resources (both financial and information) necessary to migrate those two abilities are influenced by the familial and socio-cultural contexts that surrounding them (Grieco and Boyd 1998).

WHO? - Research editing responsibility

- As an international EAL* researcher, today how much do you want to spend time working on learning English so that you can be a proficient English Language user?

- Or how much would you rather make other arrangements so you can publish your research internationally?

*English as an Additional Language

WHO? - Research editing responsibility

- Assess your own goals *REALISTICALLY*

Do you want to
- find out what English language development you need and try to improve *as much as you can*?
- give *some* attention to learning English but not make it a priority?
- give *all* your attention to your study design and data collection and make other arrangements for editing your drafts?

A contract with yourself
SELF-EDITING CONTRACT

LEARNING PLAN .... (insert name), commit to myself that I will dedicate time and energy to working to improve my self-editing skills and my command of written English as follows:		EDITING PLAN In order to improve the quality of my written drafts I will make the arrangements I describe here below:	
Year 1 ....* *insert year	From .... to .... *insert months		I will ...
	From .... to		
	From .... to		
Year 2	From .... to		I will ...
	From .... to		
	From .... to		

Self-editing for you?

- Ways of working to improve draft writing
  - Translate from writing in your first language.
  - Ask a friend or colleague to read an early draft, critique the ideas and correct the grammar.
  - Expect your supervisor(s) or professional superior(s) to correct a final draft.
  - Pay a professional editor of English to create appropriate paragraphs and correct the grammar of the final draft.
  - Develop your own EL skills to be able to self-edit *(but it's a life-time commitment!)*

A software package for developing discipline-specific research English

Presented by Margaret Cargill and
Kate Cadman

RDI Researcher Development International

Background

- Pressure at universities and research institutes worldwide to publish in English.
- English learners need to increase their understanding of how English is used in their discipline.
- This means a shift of focus from how English is constructed to how it is used in real life academic situations.

RDI Researcher Development International

Need for independent learning approaches

- Tools are needed to help
  - EL teachers to focus on grammar structures, vocabulary, syntax – and how English is used in communication
  - researchers with English as an additional language (EAL) to develop their writing skills independently.
- Such tools must take into account differences between academic disciplines
- One possibility is the category of software programs called *concordancers*.

RDI Researcher Development International

The concordancer

- A tool that has been available for some time.
- Analysis of biblical texts, Shakespeare, etc.
- Can provide data for language-learning from collections of text in electronic form.
- Finds all uses of a *search term* in the chosen text collection

> The above results for site I *suggest* that the longer extraction of a high organic C content. We *suggest* that this resulted from an in the parents. Previous reports *suggest* that S. perennis is typically 2001). RAPD markers, however, *suggest* that there may have been several planted treatment. This would *suggest* that the presence of decompose field application. This would *suggest* possible detrimental effects 1). Schlesinger et al. (1990) *suggest* that any process that leads t

RDI Researcher Development International

Concordancers for language learning

- Often used to create English teaching materials
- To date, learners' independent use of concordancing not widely promoted
- For general English, Web-concordancers are available which search large collections of English texts, especially newspapers
- But, discipline-specificity is important for research writers (e.g. Gledhill 2000)
- So, special-purpose text collections are needed

RDI Researcher Development International

Concordancers for language learning 2

- Most concordancing software programs are
  - complex (aimed at linguists and language researchers)
  - difficult to learn
  - expensive to purchase

RDI Researcher Development International

Components needed for researchers' desktop use

- A concordancing program that is
  - cheap (free?) and
  - easy to learn and use
AND
- A discipline-specific collection of texts in electronic form to search
  - called a *corpus* (plural *corpora*)

RDI Researcher Development International

The current project

- Aims to provide concordancing to students and researcher authors on their desktops.
- Essential characteristics for software:
  - **Ease of use**
  - **Broad system compatibility**
- Several packages trialed in early 2004
- **ConcApp** chosen: a simple, free download http://www.edict.com.hk/pub/concapp/

RDI Researcher Development International

Part 1: ConcApp

- Small, fast, easy to use program
- Compatible with Windows 98 – XP (Mac version also available)
- A variety of search types:
  - Word
  - String
  - Prefix/Suffix
  - Associated words
- Statistical analysis: word profiles, frequency lists,

RDI Researcher Development International

1

Slide 1

Part 2: Developing discipline-specific corpora

- Availability issues?
- Legal issues: copyright of texts?
- Online (subscription) journals chosen
- Ideal for discipline-specific research corpora
- All files must be saved as ASCII text (plain text, .txt files)
- Time consuming but not difficult
- Remove headers/footers, biodata, keywords, tables/figures, references; leave only research text

RDI *Researcher Development International*

Slide 2

Suggested criteria for selecting corpus texts for use by an EAL researcher author

- Research articles of all relevant types in the field
- Published in reputable refereed journals (SSCI?)
- Authored by first-language English speaker/s??
  - Decision needed on what kinds of language development will be sought from the corpus
  - If use of articles and prepositions is an issue, L1- authored texts will be most useful as models
- Available electronically and text able to be copied
- ~10 articles makes a basic corpus

RDI *Researcher Development International*

Slide 3

Multi-user corpora

- May be efficient to make corpora for use by whole research groups (academics plus research students)
- Related research groups could make their corpora available to each other for comparison purposes
- Would enable development of an inquiry-based method of teaching discipline-specific English development

RDI *Researcher Development International*

Slide 4

- Search 'affect' as **word**

  ed, the addition of c did not *affect* the P concentration in the bie ternifiers have been shown to *affect* considerably the functional, pt utrients did not consistently *affect* any of the parameters measured nce the microbial biomass and *affect* its ability to decompose subst O m by lucerne is unlikely to *affect* following crops, although out- icit, created by lucerne, may *affect* the yields of following crops

- Search 'affect' as **any string**

  Factors *affecting* the change in extractable p ed, the addition of C did not *affect* the P concentration in the bie he AS, Hall WB (1981) Factors *affecting* the retention of phosphorus B) Soil phosphorus parameters *affecting* phosphorus availability to, ternifiers have been shown to *affect* considerably the functional pt utrients did not consistently *affect* any of the parameters measured nce the microbial biomass and *affect* its ability to decompose subst et. Glucose recovery was also *affected* in the short-term period whe he short to medium-term was un*affected* by the addition of other nut d loss. Wheat crops were less *affected* by the hail, and only minima O m by lucerne is unlikely to *affect* following crops, although out- icit, created by lucerne, may *affect* the yields of following crops

Slide 5

What can be learned?

- Example 1: discipline-specific word usage
  - Is 'soil' countable or uncountable in general English? Answer: ....
  - What about in the discipline of Soil Science? Use concordancing data on next slide to answer this question.
    Answer:.....................................

RDI *Researcher Development International*

Slide 6

- Search 'soil' as **any string** in Soil Sc corpus

67 Olsen and ÆEPCotwell, and selected soil properties, 6 and 12 months after f
68 an P concentration by 1 mg/kg on a soil with a low P sorption capacity such
69 2) was approximately 5 kg P/ha. A soil of moderate P sorption capacity suc
70 te 5 required 9 kg P/ha, whereas a soil with a high P sorption capacity suc
71 ed from approximately 2 kg P/ha on soils with a low P sorption capacity to
72 sorption capacity to 4 kg P/ha on soils with a high P sorption capacity. S
73 to P fertiliser addition of the 9 soils studied. Considering that Site 1 h
74 PSI800, it was expected that this soil would have consistently been the mo
75 organic C content (9.6%) of the 9 soils studied. It is possible that the s
76 ith a high organic C content. Such soils are quite widespread in high rainf
77 y not be an effective indicator of soil P fertility on these particular soi
78 il P fertility on these particular soils. Although this aberration has not
79 e P concentration on low P sorbing soils and over-estimated it on high P so

Slide 7

Example 2: Collocation

- 'role':
  - Which verb comes before?
  - Which preposition comes after?
  - Is there only one option for each answer?

RDI *Researcher Development International*

Slide 8

Search 'role', sorted right, in Ag. Sc. corpus

3 of Zm-X-QUAC suggests a potential role for Zm-X-HACC in an increase in
4 n in natural communities and their role in community stability and organiza
5 at external mycelium has a special role in distributing plant-derived carbo
6 ion. Monitoring data play a central role in informing the decisions of those
7 tic facilitation' may have a wider role in salt marshes, or in succession g
8 Mycorrhizal fungi have a potential role in soil carbon storage under elevat
9 by competition may play a greater role in structuring communities when abi
10 es that GmSAT1 plays a specialized role in symbiotic nitrogen fixation. In
11 mother plant, also plays a crucial role in the success of hybridisation, a
12 Genotype also plays a significant role in the ability of immature selfed o
13 ed selection now plays a prominent role in the field of plant breeding, pra
14 n addition to playing an important role in the structuring of these salt ma
15 esented here, we propose that this role is to transport NH4 1 from the PBS
16 vules were used to investigate the role of (i) genotype, (ii) age of the ov
17 den et al., 2001). To decipher the role of AtAMT1;1 in Arabidopsis, we have
18 ies are planned to investigate the role of AtAMT1;1 in NH4 _ transport with
19 izal fungi (Koide 2000). Another role of external hyphae is of course rep

Slide 9

Useful for you?

- Not everyone will find this package useful
- If you are interested in investigating it further, try to find other interested colleagues and work together
- If you are in a Department other than Applied Foreign Languages, see if any English teaching academics are interested in working with you

RDI *Researcher Development International*

Where to next with the ConcApp project?

- Funding to construct corpora for research groups in Sciences at Adelaide in 2007
- Made available centrally as they are constructed
- Workshops and online training materials for students and EAL researchers
- Part of courses taught to international postgraduate students (by research and coursework)
- Approach introduced to international participants in publication skill development workshops
- Parallel research agenda: your participation is invited

RDI Researcher Development International

THE UNIVERSITY OF ADELAIDE AUSTRALIA

ConcApp demonstration

- If time permits, we can open the ConcApp program and conduct some searches.
- Corpora available are
  - Plant biotechnology
  - Ecological modelling
  - Agricultural sciences
- Imagine what you could search for if you had a corpus specific to your own discipline.

RDI Researcher Development International

THE UNIVERSITY OF ADELAIDE AUSTRALIA

目　次

一、計畫名稱：2007 嶺東科技大學人文領域之國際能力培育講座

2007 Ling Tung University Academic Empowerment Workshops

二、 計畫目標

為配合並落實教育部所積極推動的人文領域人才培育國際交流計畫，嶺東科技大學舉辦本項系列講座之目標如下：
（一）、有效鼓勵及提升師生從事學術研究與著作投稿國際期刊的知識與能力
（二）、有效提升教師指導學生撰寫英文論文的技巧與能力。

三、 執行情形

（一）、 本講座執行日期為 96 年 9 月 27 至 28 日，含「公開演講」六場、「講座學者與國內師生深度討論會」一場及「嶺東科技大學人文領域之國際能力培育講座之研讀會」一場。 主題詳細執行分項說明如下：
（1）針對「如何投稿國際期刊發表學術著作」，包含下列的子題：
1. 如何選擇目標期刊並達到著作發表條件；
2. 如何獲得編輯及審稿人的認同；
3. 如何達到相關學門的英文寫作技巧以提升投稿成功率；
4. 實際演練活動以加強與會者的學習成果。

（2）針對「如何指導學生撰寫英文論文」，包含下列的子題：
1. 如何指導學生設計研究計畫、撰寫英文論文；
2. 如何組織論文結構、闡述論點及善用語言寫作英文論文。

（二）、本講座敬邀之海外講座學者分別為卡吉爾女士(Ms. Margaret Cargill)及凱德曼博士(Dr. Kate Cadman)。 兩位均為澳洲國立阿德雷德大學(University of Adelaide)資深教師，負責指導該校文、法、工、商、醫、農等相關系所之博、碩士級研究生撰寫論文計畫書及論文寫作。 卡吉爾女士為該大學研究學院研究員教育中心所屬的國際學術發展組主任，凱德曼博士除了為該組成員之一並服務於該校語言所，目前兩人都是學術期刊主編之一（兩位學者的履歷與發表著作請參閱附錄一）。

（三）、為了解本講座對國內人文社會科系師生的實際幫助與相關意見，講座於結束前進行問卷調查。該資料彙整後，除作日後舉辦類似講座參考，並告知主講者，以保持良好溝通與連繫，以期將來有進一步的國際合作空間。

（四）學術活動舉辦情形

1. 九月二十七日

議程/題目	時數	參與人數			合計
		校內人數		校外人數	
		教師	碩士生	教師	
國際能力培育講座研讀會	1.4	11	17	4	32
1. Selecting a journal or other international avenue for your work	1.4	11	17	4	32
2. Meeting the expectations of international thesis examiners, journal editors and referees	1.5	8	1	4	13
3. Writing for publication in the social sciences and sciences	1.5	10	2	3	15
總計	5.8	40	37	15	92

2. 九月二十八日

議程/題目	時數	參與人數			合計
		校內人數		校外人數	
		教師	碩士生	教師	
1. Writing for publishing classroom-based research	1.4	11	23	3	37
2. Self-editing for research writing	1.4	10	18	3	31
3. A software package for developing discipline-specific English	1.5	11	3	3	17
4. 深度討論會	1.5	11	3	3	17
總計	5.8	43	47	12	102

（五）、參與人數統計

| 學術活動日期	教師（含校內外）	碩士生（含校內外）	合計
九月二十七日	55	37	92
九月二十八日	55	47	102

（七）附 錄

Margaret Caregill

Ms. Margaret Caregill co-ordinates Research Education Programs in the Adelaide Graduate Centre, University of Adelaide. In this role, and as a consultant to research organizations in Australia and internationally, she works with novice authors to develop their skills and confidence for publishing research in English in the international literature, and with supervising scientists to develop skills for effective supervision and mentoring of novice researchers. Her teaching and research focus on helping students and researchers to develop high-level English language skills for effective conduct and communication of their research, including the writing of literature reviews, research proposals, theses and journal articles. She has led collaborative interdisciplinary teams to china annually since 2001 to present workshops on publication skill development for the Chinese Academy of Sciences. She was a keynote speaker in 2004 (Xi'An) and 2005 (Wuhan) at international symposia on the teaching and research of English writing in Chinese universities. She is Executive Editor of *TESOL in Context*, the journal of the Australian Council of TESOL Associations. Her publications are mainly in the areas of English language pedagogy for specific purposes, inter-cultural communication in research supervision contexts, and research education development, including (with Patrick O'Connor) the development of publication skills through a collaborative teaching approach based on genre pedagogy.
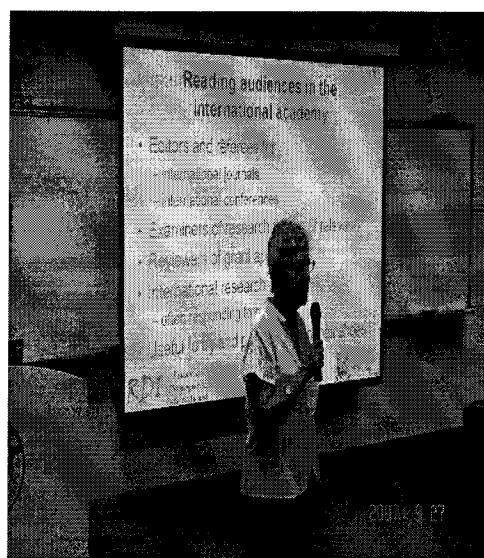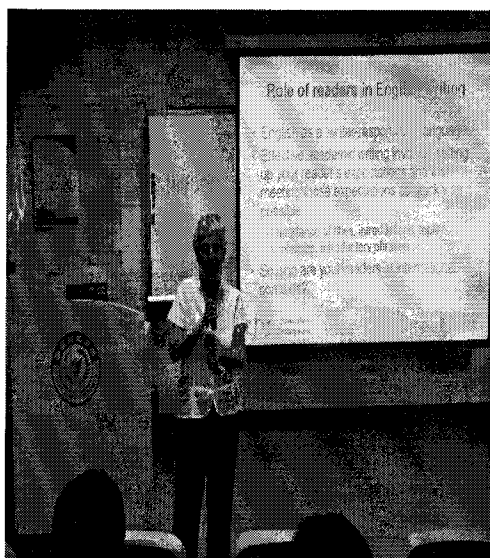
Kate Cadman

Dr. Kate Cadman is Senior Lecturer in the Researcher Education and Development Unit at the University of Adelaide, South Australia.   For over 10 years Kate has been Coordinator and active teacher in the University's Integrated Bridging Program for International and local research students with English as an Additional Language (EAL), taking full responsibility for staff training, curriculum development, and maintenance of genre-based English Language pedagogy for research communication in all research disciplines in the University.   Throughout this period she has taken a leadership role in collaborative research projects which have produced the publications listed below, In addition to a commended PhD thesis, *Transforming 'The King's English'* in global research education: A teacher's tales.   Kate has frequently presented her work internationally, and has conducted consultancy programs by invitation in the USA, Singapore and India, as well as in many universities in Australia.   Her current research interests focus on critical pedagogy for teaching Humanities and Social Science research genres, especially theses and research articles for publication in the global academy, and on effective research supervision in postcolonial academic contexts.
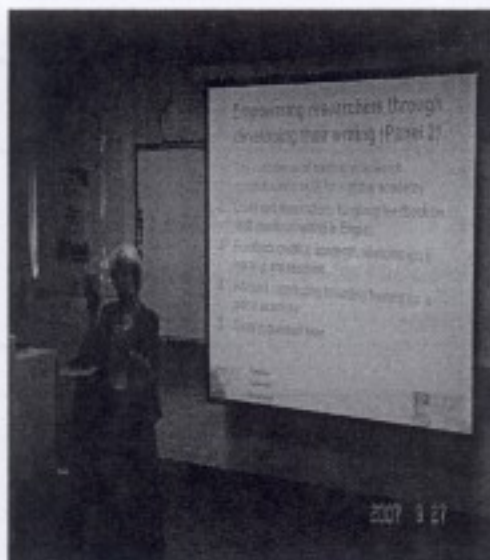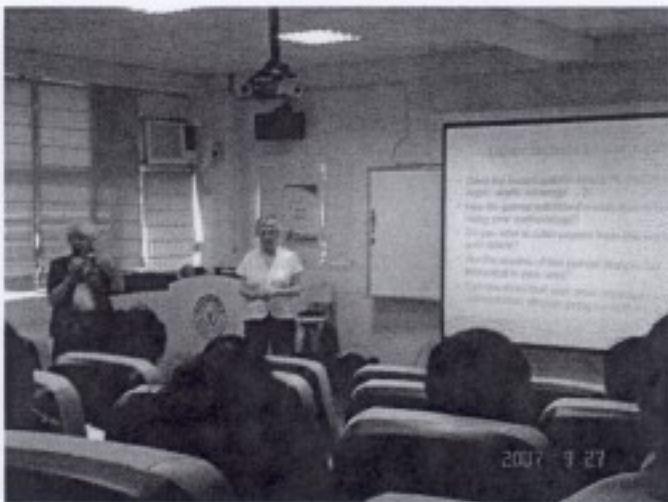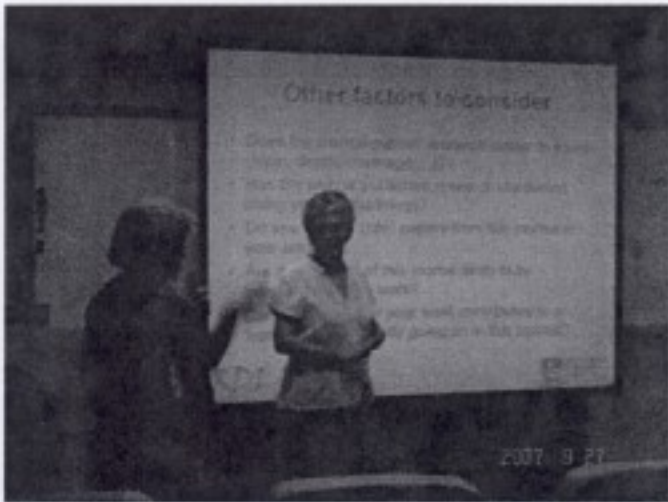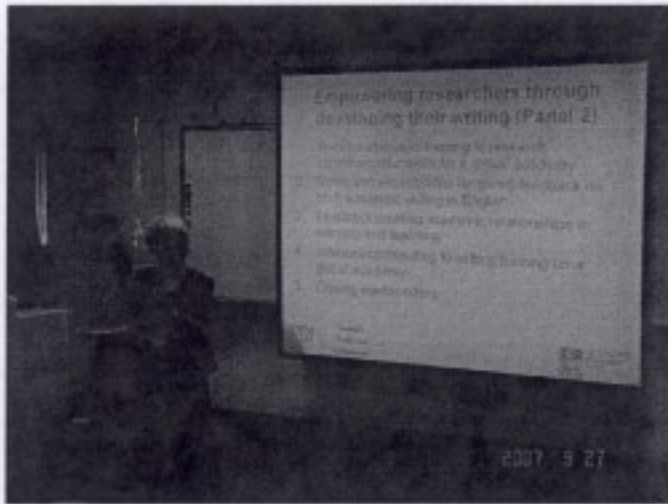
2007 嶺東科技大學人文領域之國際能力培育講座

2007 Ling Tung University Academic Empowerment

Workshops

PROGRAMME

九月二十七日(星期四), September 27 , 2007 (Thursday)	
8:30-9:00	報到 Registration /仙庭樓階梯教室 HT208
9:00-10:20	國際能力培育講座研讀會 (Pre-workshop Panel) Joining the international academic community: issues and strategies 講者 (Guest speakers)：Dr Kate Cadman and Ms Margaret Cargill
10:20-10:40	休息 Break
10:40-12:00	講座一　(Workshop 1)： 講者 (Guest speakers)：Margaret Cargill and Kate Cadman 題目 (Topic)：Selecting a journal or other international avenue for your work
12:00-13:00	午餐 Lunch
13:00-14:30	講座二　(Workshop 2)： 講者 (Guest speakers)：Margaret Cargill and Kate Cadman 題目 (Topic)：Meeting the expectations of international thesis examiners, journal editors and referees
14:30-15:00	休息 Break
15:00-16:30	講座三　(Workshop 3)： 講者 (Guest speakers)：Kate Cadman and Margaret Cargill 題目 (Topic)：Writing for publication in the social sciences and sciences
九月二十八日(星期五), September 28 , 2007 (Friday)	
9:00-10:20	講座四　(Workshop 4)： 講者 (Guest speakers)：Kate Cadman and Margaret Cargill 題目 (Topic)：Writing for publishing classroom-based research
10:20-10:40	休息 Break
10:40-12:00	講座五　(Workshop 5)：

	講者（Guest speakers）：Kate Cadman and Margaret Cargill 題目（Topic）：Self-editing for research writing
12:00-13:00	午餐 Lunch
13:00-14:30	講座六　（Workshop 6）： 講者（Guest speakers）：Margaret Cargill and Kate Cadman 題目（Topic）：A software package for developing discipline-specific English
14:30-15:00	休息 Break
15:00-16:30	深度討論會 （Panel Discussion）Advising students effectively for researching and writing in the global academy 講者（Guest speakers）：Dr Kate Cadman and Ms Margaret Cargill

2007嶺東科技大學人文領域之國際能力培育講座
2007 Ling Tung University Academic Empowerment Workshops

參與者名單

校內老師	校外老師	本校研究生	
蔣世寶	曾俊傑	蘇子洺	胡嘉玲
杜光玉	羅正佳	尤湞貞	徐潾琳
鍾滄榮	王慧娟	徐顥佩	李潤婷
費業瑞	陳彩玉	周宜嬅	關伊珊
蒲信岩	蔡瓊郁	劉詩韻	梁雅汝
Bob Lee	劉繼仁	廖莉容	林穎沛
Paul Barg	張詠盛	林姵伶	
周少凱	鄭詠之	林彥泯	
余淑惠		林政欽	
苗新雨		陳建華	
何禮麗		曾怡珍	
林恆瑜		洪怡琳	
鍾思明		魏翠紅	
陳岫蘭		秦安慧	
陳文雄		楊詠斯	
張秀珍		邱輝順	
黃貞瑜		黃筱倩	
賀國英		王亭舒	
蕭如妙		廖瑞棋	
陳松梅		林婉婷	
彭立勛		蘇琬筑	
陳媛珊		陳敏政	
段岱玲		陳建華	
賴靜毓		黃湘涵	
馬里查		盧思勛	
吳維恭		陳弘子	