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——第二届第二语言写作教学与研究国际研讨会论文集

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前　　言

写作是借助词语进行书面交流的过程。外语教学中最常遇到的问题就是如何将课堂所教授的外语知识转换为学生真实而有目的的交流媒介。这种转换不仅仅涉及使用语言进行必要的交流，而且也包括将语言当做自我表达和创造的工具。只有当外语学习者能够以独创的方式使用语言时，他们才能够通过外语构建意义，参与到真实的交际和语言产出活动中。要达到这一目的，写作教学在外语教学中起着至关重要的作用，写作如何教授、学生需要掌握什么样的技巧、什么写作教材最合适所教授的学生、学生写作中的困难是什么等等问题，这些都需要在教学中进行探讨、摸索和解决，需要教师了解相关的语言学、应用语言学、修辞学、认知科学、社会文化等领域的理论研究，尤其是那些前沿的发展趋势和研究动态，在理论的指导下，结合所从事的实际教学，找出适合自己写作教学的方法。此外，在应用理论的过程中，教师可以在一定程度上，进一步丰富和发展已有的理论。对于教师而言，最大的满足就是教学能力和理论研究水平能够齐头并进、互为补充、共同提高。我们知道这样的满足需要付出一定的努力才能获得，需要国内外所有从事写作课教学的教师共同参与，更需要一个能进行交流、合作和展示的平台，自 2003 年开始的第二语言英语写作教学与研究国际研讨会正是为大家提供了这样的一个平台。

2004 年 9 月 17～19 日，第二届第二语言写作教学与研究国际研讨会在西安外国语大学召开。本次会议由西安外国语大学英文学院和科研处承办，并得到商务印书馆、高等教育出版社、Thomson 出版社、西安交通大学出版社、西北工业大学出版社及大连理工大学出版社的大力支持。参加此次会议的国内外代表共计 46 人。此次会议是继 2003 年广东外语外贸大学“写长法”为中心的写作教学研讨会后的第二届，会议的主题是如何提高第二语言写作教学，怎样进行写作方面的研究。会议期间的主题发言和小组交流，都从不同角度围绕这一主题进行了深入的探讨，论文不论是实证研究、描述性研究，还是教学方法的探讨，都紧扣提高学生写作能力和水平这一核心。这次会议的特点可以概括为：“话题多、兴趣浓、重参与”。就目前我国针对第二语言写作技巧和策略的研究及写作课教学方法的现状而言，这次会议无疑具有一定的推动作用。

会议结束后，我们将提交的论文编成这本论文集。篇目涵盖理论探讨和应用性的文章。当这本论文集出版时，我们看到，国内外的写作教学研究取得了可喜的成绩。同时，我们也清楚地认识到当前我国写作教学的现状及所面临的问题，还必须在以下几个方面做出更大的努力。第一，继续关注第二语言写作教学与研究的最新动态，及时介绍新成果、新观点，并就这些新成果、新观点发表自己的看法，哪些应该吸收，哪些应该修正，哪些应该放弃，结合我国外语写作教学实际，争取在理论上做出贡献。第二，改变外语写作研究中的“失衡现象”（王立非，2005），也就是第二语言写作研究多，其他外语写作研究少；针对本科生的研究多，针对其他类别学生的研究少。加快外语写作实证研究的步伐，扩大研究对象群体，相对于我国各种层次的众多英语学习者，我们的研究不应该只局限在英语本科学生。第三，在理论研究和教学实践的基础上，编写出质量好、适合我国各类学生及不同水平的系统英语写作教材，进一步搞好教材建设与开发。第四，深化以培养学生学习自主性为目的的“写作中心”和电脑网络的多媒体写作教学研究。虽然在这方面我们已取得一些进步，但与国外相比，还远远不够。要在这一方面取得更大进展，需要更密切的合作。我们热切地希望下一届研讨会论文集能在这些方面取得一定的突破。

在论文集付梓之前，我们衷心感谢西北工业大学出版社的大力支持。同时我们也感谢所有撰稿者以及所有出席第二届第二语言写作教学与研究国际研讨会的专家学者。

编　者

2006 年 7 月于西安外国语大学

目　　录

DEVELOPING SKILLS FOR PUBLISHING RESEARCH ARTICLES INTERNATIONALLY

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1. INTRODUCTION

Getting research published internationally is a universal challenge, but a more acute one for researchers using English as an Additional Language (EAL). Whether we like it or not, most international journals require articles to be submitted in English, and in English which meets the expectations of the reading audience. More importantly, the paper must meet the expectations of the prior audience, the journal editor and referees. Achieving acceptance of a manuscript involves issues with language, then, but also with research content and with demonstrating membership of the international research community in one's particular field. The pressure to publish internationally is growing in China and for scientists perhaps even more strongly than for applied linguists and teachers of writing. In response to this pressure, I and a team of scientists from my home university have been presenting collaborative workshops here since 2001 to help Chinese scientists improve their skills for getting published in English. The workshops have been funded by science organisations (the Chinese Academy of Sciences and the Australian Centre for Agricultural Research), and very well received by the participants (over 100 to date). Research is ongoing to determine the extent to which the workshop participants have subsequently been successful in having their articles published in their target journals.

These workshops have resulted in a transferable teaching approach for publication skill development, which can be used with prospective article authors in any discipline field. This approach has been developed out of my work over the past 13 years with research students and novice researchers of all language backgrounds at The University of Adelaide, South Australia, and in its associated research institutions. A theme of this work is integrating the development of specific writing skills with the content that the writer is wanting to write about. This approach is currently encouraged by Australian universities, although I recognise that it represents a strong contrast with the requirements of the syllabi and examination system in Chinese universities. Nevertheless, the theme resonates with many of the contributions I have heard at this conference calling for more focus on the content of students' writing.

The remainder of this paper first outlines the bases of the teaching approach and then focuses on two types of materials used in it:

- criteria used by referees when they review an article for its suitability for publication in a particular journal, and
- information from genre analysis studies on the structure of research articles.

I then present a brief analysis of a sample article from applied linguistics (AL) to illustrate some of the important features highlighted by the referee criteria, followed by conclusions for prospective authors. I hope that the presentation will be relevant to teachers of writing wanting to publish their own research, as well as to research supervisors wanting to help their students to publish.

2. BASES OF THE TEACHING APPROACH

This teaching approach rests on six pillars. The first pillar is formed by the results of the extensive work conducted over recent decades on the genre analysis (GA) of research articles (RAs). A large proportion of this work has focussed on article introductions (e. g. (Samraj, 2002, Swales, 1990,)), but there is also useful work on the concluding sections of articles Brett, 1994, Holmes, 1997, Yang & Allison, 2003. Clearly what is needed for teaching in most cases is a pedagogical summary of this work, rather than the raw research results. Teaching texts are available, although they focus exclusively on the empirical paper structure known as IMRAD (Introduction, Methods, Results and Discussion). Of these teaching texts, the one I find most useful is Weissberg & Buker (1990).

The second pillar is collaborative preparation and teaching with expert informants from the content area in which the workshop participants are working. In my Chinese workshops I work with three Australian scientists and 30 Chinese scientists for 6 days. This collaboration allows us to work with the language and the content together, focussing on making the meanings that the authors intend, but in ways that will fit with the expectations of the reading audience. The Australian scientists are all well-published authors and experienced referees, and one has experience as an editor of a journal in a relevant field. As a teaching team we thus incorporate the perspectives of "informed outsider" (myself as an applied linguist with expertise in teaching article writing) and "insider" (the practising, publishing scientists active in refereeing and editing). Our research on the workshops indicates that this combination contributes strongly to their success (Cargill, 2004, Cargill & O'Connor, 2006 forthcoming). Of course, if a publication skills workshop were being run for writing teachers or applied linguists, the content experts would be not scientists but experienced authors/ referees/ editors from education and/or AL.

Pillar No. 3 is our use in the workshops of guided analysis of example papers from the participants' discipline field. The papers are selected and distributed to all participants ahead of time, and during the workshop, as each article section is discussed, participants are asked to analyse that section of the example paper, to see whether the functions found by the GA researchers are present, and in the predicted order. If not, discussion takes place about possible reasons for the differences—and these are nearly always found to relate to the specifics of the information or argument being presented. This activity helps participants realise the primacy of their own meanings (in this case, their own scientific results) in the process of writing an article, and that there is no simple formula to be followed, even though a guiding framework is useful. The activity described here is similar to that presented at this conference under the title of application of textual patternings by Professor Hei Yuqin, and both examples demonstrate the advantages of such an approach in the Chinese context.

The fourth pillar involves teaching methodologies from the field of English for Specific/Academic Purposes, in particular constant recycling between spoken and written language to improve the written drafts, and the genre-cycle of model analysis, joint composition and finally individual composition (Cope and

Kalantzis, 1993). This cycle allows a parallel focus on the construction of appropriate English sentences to carry the meanings participants want to make. Analysis of the example papers helps to identify sentence structures that can be re-used in related contexts and the emphasis on drafting and re-drafting can encourage self- and peer-editing of the texts produced. However, peer review has for the most part not been adopted enthusiastically in these workshops. This is not surprising, considering that the participants mostly do not know each other before the workshop begins and that limited time is available to build the required trust relationships (Ouyang, 2003).

Pillar No. 5 is the requirement that participants bring their own results to the workshop and write a draft of an article on them progressively over the 6 days. The effectiveness of this strategy relates to the well-known educational dictum that people learn best by doing, and our observations indicate strongly that participants who do not bring results, for example because their research is at too early a stage, do not obtain the same levels of improved confidence as those who do.

The final pillar is the workshop's strong focus on the use of authentic referee guidelines to drive participants' understandings of what is required. As an additional component of this focus, we use the "occluded genres" of referee reports and editors' letters to contributors (Swales & Feak, 2000). Relevant examples of these are provided by the "expert informant" members of the team, the scientists, from their own records (with identifying information removed to maintain anonymity). These materials enable participants to more effectively put themselves in the position of those doing the refereeing on the one hand, and on the other to have enhanced confidence that they can engage productively in the required dialogue with the editor about their submission. The referee criteria are applied to the students' drafts by the presenters during the course of the workshop, implicitly at first and later explicitly. The next section of the present paper focuses in more depth on what this means, by considering not science examples, but examples from applied linguistics and education journals and conferences, as these are the content fields relevant to the writing teachers attending this conference.

3. THE APPROVAL PROCESS AND REFEREEING CRITERIA

Before detailing the criteria, I present a brief overview of the process a manuscript goes through on the way to acceptance for publication, in order to clarify the context of the refereeing. The author sends the manuscript to the editor of the journal with a covering letter, which should highlight the ways in which the submission meets the scope and audience requirements of the journal. These can be found on the journal's internet homepage, and are an invaluable source of information about who make up the journal's audience. The editor makes an initial decision as to whether the article is worthy of review, and if so sends it to (usually) two experts in the field for "double blind" refereeing (i. e. the manuscript author does not know who referees it, and the referees do not know who wrote the manuscript). Each referee then provides the editor with a written report, based usually on a set of criteria or guidelines particular to the journal.

The editor makes the final decision, once she/he has received both reports. If there are significant differences of opinion, a third referee report may be requested. The response the editor sends to the author involves reporting one of a set of options such as these:

- accept for publication with no changes;
- accept with minor revisions (detailed in the letter or reports);
- revise and resubmit (for further refereeing); or
- reject.

It is particularly important that submitters read the editor's letter with great care, and try to overcome their strong initial feelings of disappointment if an article is not immediately acceptable. Editors will often try to provide good advice about the next steps in seeking to have the work published. A helpful strategy for a novice author in this situation can be discussing the letter with a more experienced colleague, to make sure that the message is interpreted correctly.

Referee criteria in applied linguistics/higher education

The information presented here represents my analysis of five sets of referee guidelines from relevant journals or refereed conference proceedings. The six categories into which the criteria fell are summarised below.

The contribution must be

- of interest to the readers of the journal (as identified in the audience and scope section of the journal homepage);
- grounded in the relevant and current literature;
- methodologically sound (whichever methodology is used, it must be clear how its requirements for rigour have been met);
- written to demonstrate that all its conclusions clearly arise from either, 1) rigorous analysis of primary data, 2) well-supported argument or, 3) careful analysis of practice (not just the author's unsupported opinion);
- structured and organised to meet the readers' expectations;
- formatted following the journal's requirements (referencing style, etc.);
- an important contribution to the field.

These criteria highlight what referees are looking for in manuscripts, and indicate to authors that they should try not only to meet the criteria but also to make it explicit in the writing where and how they have been met.

Additional points of interest about the process are worth noting. Refereeing is unpaid work for busy people; some of them are helpful and supportive and some are not. Many may not have the interest or the skills to edit text, and language problems may annoy them, or in some cases obscure the author's intended meaning(Flowerdew, 2001). However, referees are not infallible: they can make mistakes. If, in cases of "minor revisions" or "revise and resubmit", an author thinks that a referee's comment is in error, it is a good idea to politely explain to the editor in the reply letter why this is so. (All of these points form part of the teaching in the collaborative workshops for scientists I referred to earlier; my colleagues and I use authentic examples of letters between editors and authors to teach strategies for dealing with the publication process in English.) It is also important to be realistic about the time this whole process is likely to take. Submitters should receive an acknowledgement that their manuscript has been received fairly promptly, but the refereeing process can take many months.

The fourth criterion above, relating to article structure and organisation, is one that can cause problems for many Chinese authors, and the next section sets out to summarise relevant findings from GA to help clarify the expectations.

4. STRUCTURE OF RESEARCH ARTICLES

Two types of articles have been identified that may be relevant to the community gathered at this conference: argument papers, and empirical papers which report data and analysis from a study of some kind. Within the constraints of the presentation I am not able to discuss argument papers, but interested researchers could consult the recent paper by Yang & Allison(2004) for some helpful preliminary GA on this type. Empirical papers have been the focus of extensive GA, as alluded to earlier; here I concentrate on the well-known "hourglass" diagrammatic representation of an IMRAD paper (Figure 1.) to highlight aspects of the general structure that relate to referees' requirements.

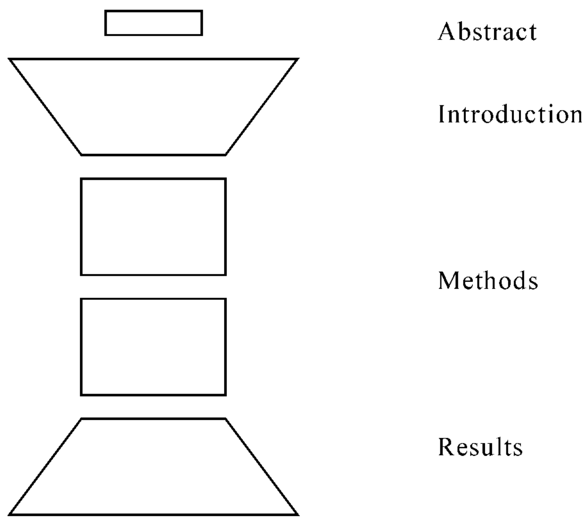

Figure 1 The "hourglass" diagrammatic representation of the structure of an IMRAD research article [after Hill et al (1982), cited in Swales (1990:134)]

The small rectangle at the top of the diagram represents the abstract, a discrete stand-alone summary of the article. The first trapezoid shape represents the Introduction, which begins by framing the problem or issue to be addressed in broad terms that will make an immediate connection with the target audience for the article. This can be called the "universe" of the article. The Introduction then narrows down, through the "galaxy" to which the research belongs to the exact topic, the "star" (Weissberg and Buker, 1990). It then discusses work conducted on the topic by other researchers, always with the goal of pointing out what is not known or what remains to be investigated. This segment is important for the referee criterion "Grounded in the relevant and current literature", although more literature can be brought into the discussion or other final sections. The final part of the Introduction states the aim of the study and/or its principal activity.

The two rectangles represent the Methods and Results sections. The Results section is the driver of the whole article, and what is presented here is the key to meeting the requirement of "an important contribution to the field". I have developed with my students a set of questions to be asked about a set of results in the early stages of planning a paper for publication, to help in getting started with the writing of the article (Cargill, 2004):

- What do my results say? (a very concise summary)
- What do they mean in their context? (=their significance for the field)
- Who needs to know? (=audience for the paper)
- Why do they need to know? (=justification/value for the paper)

Once prospective authors have decided on draft answers to these questions, they should have a good idea both of the audience to be addressed in the article, and the main message that the paper will carry (the "take-home" message).

There are some other important considerations relating to the decision about who the audience is, i. e. to which journal the article should be submitted. Firstly, before making a decision, it may be advisable to investigate a range of journals, not just the top-ranking ones. Some journals are published by a professional society (e. g. *TESOL Quarterly*), and others such as *English for Specific Purposes* are published by large publishing houses. All will have internet homepages, which can be found by searching the internet. Each homepage will have a segment called Scope and Coverage, Audience or Readership, and these will give prospective authors a good idea of who reads each journal. Of course authors will already be familiar with journals in their own field from their research, but it is worth noting that some high-ranking journals have very high rejection rates, and very long waiting lists for publication even once an article is accepted. Information of this sort about a wide range of journals in the AL field is available from the website of TESOL Inc. in the USA (http://www.tesol.org/s_tesol/seccss.asp?CID=334&DID=1940). If you are not sure that your article would be suitable for a particular journal, it is appropriate to email the editor to ask for advice this could save several months if it turns out that another journal would be more likely to be interested. Once a decision is made, authors should try to become as familiar as possible with the journal, by scanning the tables of contents of several volumes, searching for relevant keywords on the website, and aiming to read the most relevant articles from that journal before submitting. It is advisable to refer to some articles from the same journal in your own manuscript, if possible. All of this relates to the referee criterion of being grounded in the relevant and current literature.

The final trapezoid shape represents the Discussion section of the article (although in AL articles other names are also possible see Yang and Allison (2003). Here the author begins with their own findings or results and then broadens the conversation to compare these with other researchers' findings, suggest explanations for or draw implications of the findings. By the final section of the paper, the author should again be explicitly addressing the original issue or problem raised at the start of the Introduction. Although there may well be questions remaining to be answered, and perhaps new ones raised by the study itself, this is the place to make it clear exactly what is the contribution made by the article to the field.

Participants in the workshops my colleagues and I have run in China report that they find this hourglass diagram very useful in highlighting how the parts of a scientific article relate to each other. Once the diagram has been presented and explained, the next step in the workshop is to give the participants an opportunity to try out their ability to use it as a model for analysing an article from their own research field. For the science writing workshops we use scientific papers, but for today's talk I have chosen a paper from AL in order to be as relevant as possible to the concerns of those of us gathered at this conference.

5. GUIDED ANALYSIS OF AN EXAMPLE ARTICLE FROM THE CONTENT FIELD

The next section of this paper presents a brief analysis of a sample article from AL, in order both to demonstrate how the four questions about the results operate in practice, and to indicate how guided analysis of sample articles is used in the workshops I have been discussing.

- **Example article for analysis**

The article I have chosen for this section is Yang Ruiying and Desmond Allison (2003), Research articles in applied linguistics: moving from results to conclusions. *English for Specific Purposes* 22, 365—385. It recommended itself because not only is it very manageable as a subject of analysis, but its content is of great interest to applied linguists wanting to publish. If the four questions from the previous section are applied to this article, one way to answer them can be seen in Table 1.

Table 1 The four Results questions applied to Yang and Allison (2003)

Question	Answer
What do the results say?	Organisational options exist in AL concluding sections; moves/steps have been identified in AL Discussions; the model was able to capture data of 20 RAs insightfully
What do the results mean in their context?	Considering all types of concluding sections together increases the usefulness of the analysis for research and teaching purposes
Who needs to know?	Genre-analysis researchers; those teaching students to write research articles in AL
Why do they need to know?	To expand knowledge of RA structure; potentially to improve teaching effectiveness

Of course I have no way of knowing what process or strategy was used to write this article, as I have read it only after its publication — but the answers I suggest in Table 1 relate well to the chosen audience (as indicated by the journal where the article appeared) and the article's message as highlighted in its abstract and concluding sections. It is usually much more difficult to answer these four questions confidently at the beginning of the writing process — but my students and workshop participants indicate that it is very helpful to do so, and I find it useful myself as well when I sit down to write a paper.

Analysing the Introduction of Yang and Allison (2003)

To further demonstrate the process used in the Improving Publication Skills workshops, I next present an analysis of the Introduction. In the full workshops, each section of the paper is treated in a similar manner to that described in the following section for the Introduction. The first step is a pedagogic summary of the GA results, and for this I use a schema after Weissberg and Buker (1990) — see Figure 2.

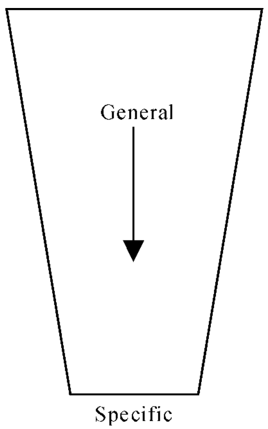

Figure 2 The five stages of an Introduction to an IMRAD RA (after Weissberg and Buker 1990)

1. General statements about a field of research, to provide the reader with a setting or context for the problem to be reported and to claim its centrality
2. More specific statements about the aspects of the problem already studied by other researchers, laying a foundation of information already known
3. Statements that indicate the need for more investigation, creating a gap or research niche for the present study
4. Very specific statements giving the purpose/ objectives of the writer's study or outlining its main activity
5. Optional statement(s) that give a positive value or justification for carrying out the study

Once these stages have been presented, the next step is to look at the example article and see whether / how they are realised in its Introduction. When this task is done for Yang and Allison (2003), the outcome is as presented in Table 2.