Lectures by Professor John M. Swales

(Oct. 26 – Nov. 4, 2011)

Venue: Room 116, Dept. of Foreign Languages & Literatures, Tsinghua University

Schedule

Date	10:00-12:00	15:00-17:00
Wed. (Oct. 26)		Lecture 1 Corpus linguistics and English for Academic Purposes
Fri. (Oct. 28)	Lecture 2 The Character and structure of American academic speech	Lecture 3 Navigating academia: Writing supporting genres
Wed. (Nov. 2)	Lecture 4 The research article: Aspects of disciplinary variation	Lecture 5 Developing teaching materials from the Michigan Corpus of Academic Speech
Thurs. (Nov. 3)		Lecture 6 Applied aspects of research paper introductions
Fri. (Nov. 4)	Lecture 7 From research production to research reception: Extending the agenda?	Lecture 8 Processes of ESP investigations and materials applications: Concluding thoughts and suggestions

Lecture Series at Tsinghua University

Professor John M. Swales
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1. "There's more to this than meets the eye": Corpus linguistics and English for Academic Purposes.

In this talk I first review the historical development of quantitative studies of written academic English, and then move on to some collocational restrictions in this register, in part making use of the new Michigan Corpus of Upper Level Student Papers (MICUSP). In the second half, the value of electronic corpora for locating pedagogical examples is discussed, followed by the roles of reference corpora of three different kinds. Toward the close, I explore and illustrate some of the complex relationships among tasks, texts and contexts in EAP settings and offer some suggestions for EAP materials production and classroom practice.

2. The Character and structure of American academic speech

Is American academic speech more like scholarly prose or more like conversations in cafes? Is it nasty (as revealed by university novels), or is it nice? In this lecture, I make use of the Michigan Corpus of Academic Speech (MICASE) to attempt answers to these questions. In addition, I explore some of the grammatical features of this register and raise the issue of whether we need a different concept of grammar for academic speech from the established one for academic writing. Finally, the pedagogical implications of the findings are considered.

3. Navigating academia: Writing supporting genres

Behind the official genres of research papers and scholarly books books there lies a network of supporting genres that are partly hidden from sight and may be hard to access. These include "Statements of Purpose" (as part of applications for graduate school, etc), small grant applications, recommendation letters and responses to reviewers' comments. In this workshop-style lecture, we will work through a number of texts of these kinds as part of critical awareness raising. The activities are designed both for junior scholars and for those involved in teaching such genres in advanced EAP writing courses and workshops.

4. **The research article: Aspects of disciplinary variation**.

The research article is "the master narrative" of our time" (Montgomery, 1996). But this key genre is highly variable—different disciplines have different conventions and expectations. In this talk, we examine this variability, focusing primarily on method sections. Consequences for the teaching research paper writing are then explored.

5. Developing teaching materials from the Michigan Corpus of Academic Speech.

In this demonstration-style lecture, we will work through a series of activities that can be usefully be derived from MICASE (c.f. Lecture 2). These are designed to illustrate how authentic discourses and educationally-relevant tasks can be connected and then exploited in the classroom.

6. Applied aspects of research paper introductions

Analysis of such introductions has been a major feature of EAP research for many years. So far, so good. But how best can we apply this research to classroom and self-study settings? In this talk, we examine a range of options. Also attention is given to introductory material in humanities papers that may have a different mode of development (from specific to general rather than from general to specific).

7. From research production to research reception: Extending the agenda?

The publication of a scholarly work or the completion of a thesis are significant milestones, but they are not the ends of the road. Such texts fall into "a black hole" unless they are read and utilized by others. Further, reception as well as production is of growing institutional importance as citational data is increasingly used for various kinds of assessment. A case can therefore be made for assisting junior scholars with the post-production aspects of their work. In an attempt to trace what makes some articles "successful", my research assistant and I have examined the citational uptake of articles published in *English for Specific Purposes* from 1990 to 1999. The results are both surprising and comforting!

8. Processes of ESP investigations and materials applications: Concluding thoughts and suggestions

Where do ideas come from? How might they best be exploited? What are the chances of success? How might these chances be improved? What are the differences between your own materials and those to be used by others? In this final talk, I reflect upon my experiences struggling with these kinds of questions.