

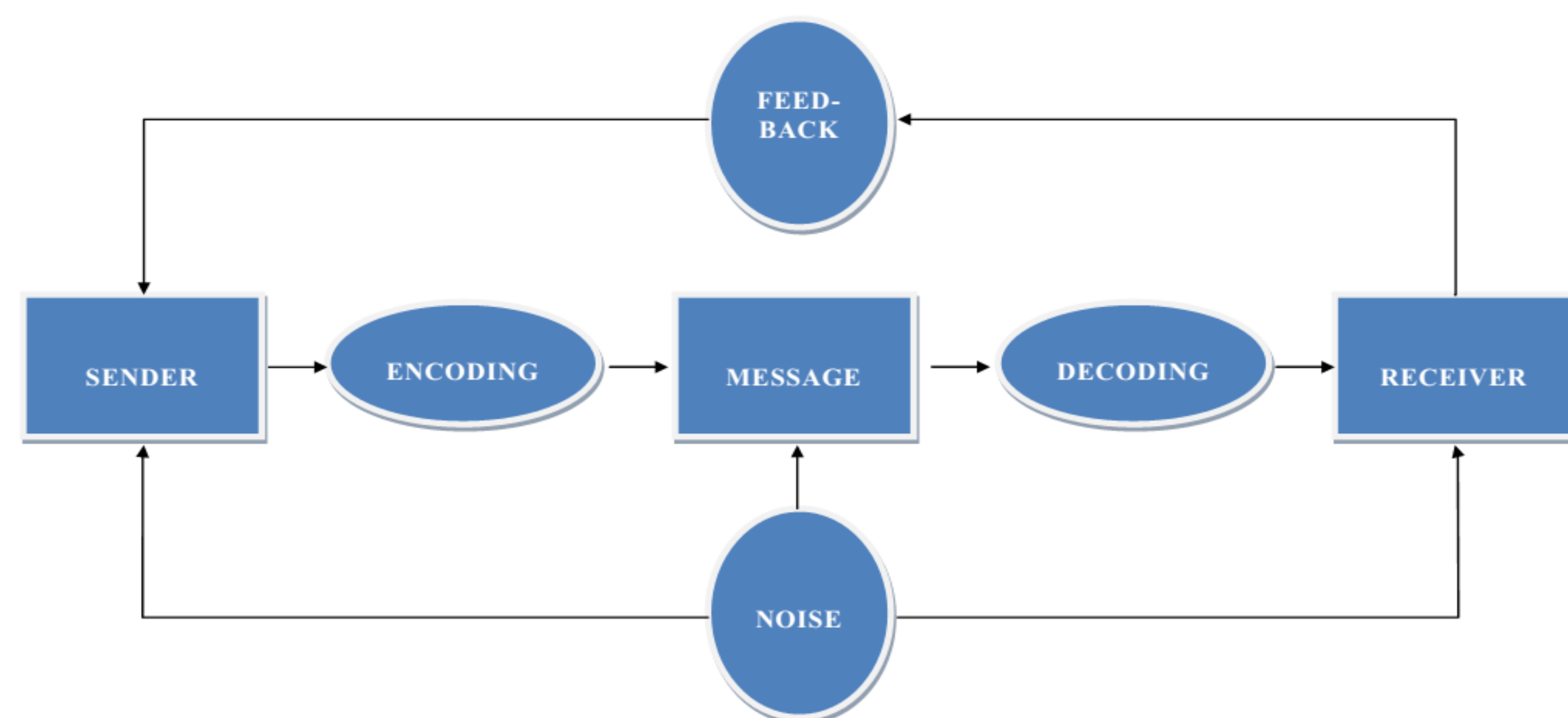
Robert Helán

Language Centre, Faculty of Medicine Department, Masaryk University, Brno, Czech Republic

## ABSTRACT

The poster deals with teaching disciplinary writing in English for publication, stemming from a three-year-long project financed by EU structural funds. A combination of specific approaches to teaching academic writing is put forward drawing on corpus linguistics, creative writing, and collaborative methodologies. Specifically, the poster discusses the benefits of the Masaryk University's text-analytic tool, the use of strategies from creative writing, and the advantages of team teaching and students' online peer-reviewing.

FIGURE 1: process of communication



The three main components involved in any communication, i.e. the sender, the message, and the receiver, can be taken as points of departure for the investigation of academic writing pedagogies (Hyland 2009):

- sender** or writer-oriented approach: writing is a creative and cognitive process with certain stages (pre-writing, writing, post-writing) and skills (brainstorming, editing, rewriting)
- message** or text-oriented approach: writing requires the use of certain genre-specific and discipline-specific lexico-grammatical and rhetorical features
- receiver** or reader-oriented approach: writing has a social dimension in that the writer should anticipate the target audience.

## 1. FOCUS ON THE SENDER/WRITER

- teaching the POWER writing process (see figure 2 below) to EFL students since skilled writers compose differently from novices (in terms of planning, revising, regularity, etc. – Silva 1993 cited in Hyland 2009).

- developing students' skills in the specific stages of the writing process such as brainstorming, mind mapping, free writing, outlining, editing, and reviewing.

- using techniques from the field of creative writing for the individual stages of the writing process: e.g. for brainstorming – listing arguments for and against choosing a specific topic; acrostic – the first letter of a keyword is a stimulus for forming a message related to the keyword (Pazderníková 2009).

- making use of MULC (Masaryk University Language Centre) Peer-Review® in MULC's Virtual Study Space (<http://vjs.muni.cz/peer-review/>), created within the COMPACT project (Štěpánek & Hradilová 2013): it is an online peer-review (student-to-student) tool.

THE POWER WRITING PROCESS (Shulman 2005)				
PREPARE	OUTLINE	WRITE	EDIT	REWRITE
Purpose	Thesis	Content	Clarity	Accuracy
Audience	Major points	Organization	Coherence	Readability
Goal	Minor points Supporting data	Style	Conciseness Precision	

## 2. FOCUS ON THE MESSAGE/TEXT

- using linguistic resources available to students for producing academic texts: using templates for writing – provide students with patterns for expressing thoughts thus clarifying them, they are common formulas helping to generate quality writing.

- using structural move analysis (Swales 1990) providing students with steps/moves for part-genres (such as introduction to research articles) – encouraging them to include the required moves in their writing

- looking at instances of good writing – analyzing them in terms of moves, putting a part-genre together based on the most appropriate sequence of moves (problem-solution, general-specific)

FIGURE 3: skeleton writing/syntactic borrowing (Kamler & Thomson 2006)

**I. Identifying and underlining important patterns**  
The study builds on and contributes to work in critical linguistics (Coulthard, 1996; Chilton, 1982; Fairclough, 1989; Seidel, 1985; Van Dijk, 1989, 1991; Wodak, 1989). Although studies in critical linguistics have examined the discursive construction of past events, there has not been an extended study of the construction of a projected event. As such, this study provides additional insight into the constructive processes of language by explicating the linguistic and rhetorical processes through which a projected—future—event is constructed as a discrete and autonomous state of affairs.

**II. Adding synonymous expressions to some of the underlined words**  
The study builds on and contributes to work in \_\_\_\_\_.

work	draws on	adds to	investigated, compared, concerned, demonstrated,
research	is based	makes a contribution to	dealt with, focused on, looked at, indicated, revealed,
paper	expands	refers to	found, reported, shown, suggested...
report	on	is connected with	
survey	extends	is linked with	
article		is related to	

Although studies in \_\_\_\_\_ have examined \_\_\_\_\_  
there has not been a/an \_\_\_\_\_.

As such, this study provides additional insight into \_\_\_\_\_.

understanding of, perspective on, viewpoint on,
position on, standpoint on

**III. Using the skeleton and synonyms to write a paragraph**  
(sample answer – the used skeleton and synonyms are underlined)  
The paper is based on and makes a contribution to the research in genre analysis (Swales 2002, Hyland 2008). Although studies in genre analysis have dealt with medical discourse, there has not been a detailed study carried out on the genre of medical case reports. As such, this study provides an additional perspective into the language medical professional use in writing clinical reports of patients' cases.

Skeleton writing/syntactic borrowing:

- useful to novice doctoral students who have only recently 'joined' the discourse community of discipline-specific professionals
- encourages students to take on the role of an experienced, authoritative writer
- scaffolds a writer/researcher identity via adopting and adapting helpful language

## 3. FOCUS ON THE RECEIVER/READER

- teaching the concept of discourse community (Swales 1990): the difference between expert vs. novice members of the discipline; the knowledge of important topics in the discipline; the necessity to take on the role of a scientific researcher.

- building activities around the target journals students wish to publish in with questions leading them to adapt their writing to meet the journals' criteria.

- collaborating via team teaching with an expert from the discipline, organizing workshops with experts from the field of creative writing and corpus linguistics, practicing online or in-class peer-reviewing, personal conferences regarding students' written work.

- building small corpora of texts from journals students wish to publish in and then uploading these into Masaryk University text-analytic tool called Sketch Engine (see figure 4) – <https://ske.fi.muni.cz/login/>

- familiarizing students with any guidelines for publishing in their disciplines (see figure 5).

FIGURE 4: text-analytic tool Sketch Engine created at Masaryk University

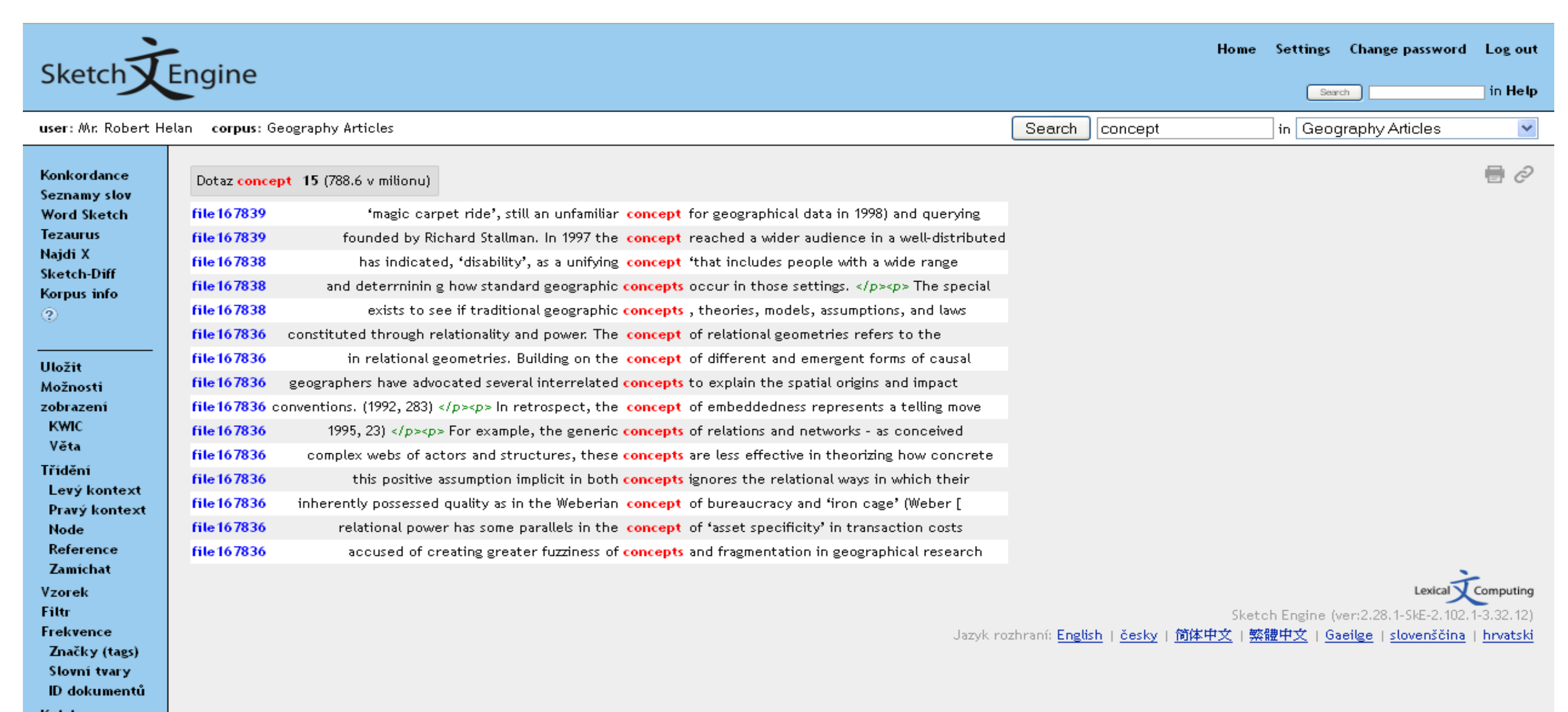
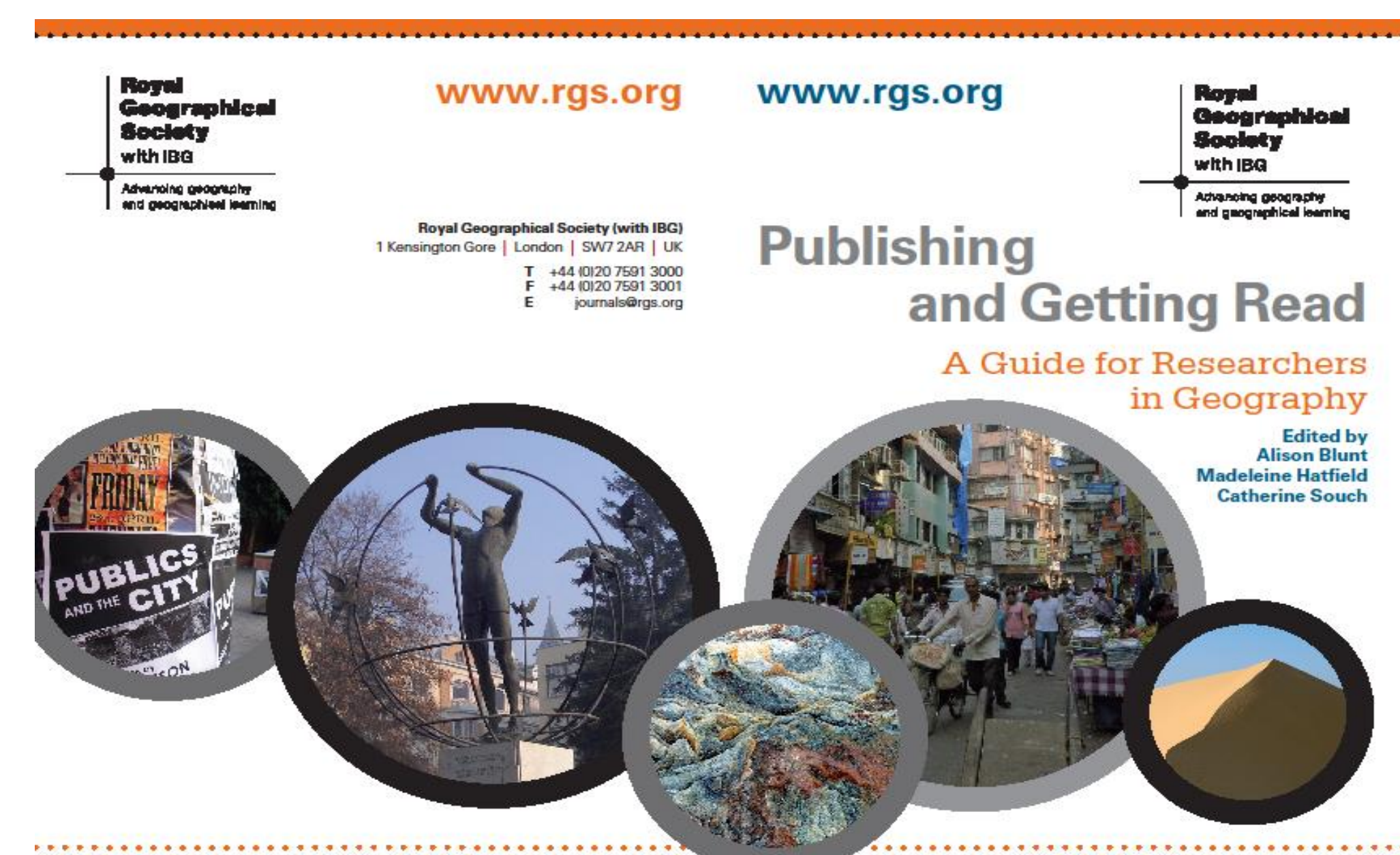


FIGURE 5: guide for researchers in geography: Publishing and Getting Read



## REFERENCES

- Hyland, K. (2009). *Teaching and Researching Writing*. Harlow: Pearson Education Limited.
- Kamler, B. & Thomson, P. (2006) *Helping Doctoral Students Write. Pedagogies for Supervision*. Oxon and New York: Routledge.
- Paltridge, B. et al. (2009) *Teaching Academic Writing. An Introduction for Teachers of Second Language Writers*. Ann Arbor: The University of Michigan Press.
- Pazderníková, P. (2009) *Creative Writing and Scientific Work. The Use of Creative Techniques for Preparation, Writing and Presentation of Scientific Text*. Dissertation. Brno: Masaryk University.
- Shulman, M. (2005) *In Focus: Strategies for Academic Writers*. Ann Arbor: The University of Michigan Press.
- Swales, J. M. (1990) *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
- Štěpánek, L. & Hradilová, A. (2013) Designing ICT-Enhanced Language Programmes: Academic Writing for Postgraduate Studies. In: *Language Learning in Higher Education*. 2(1), pp. 163-171.