

GeoGoku



Start your writing journey

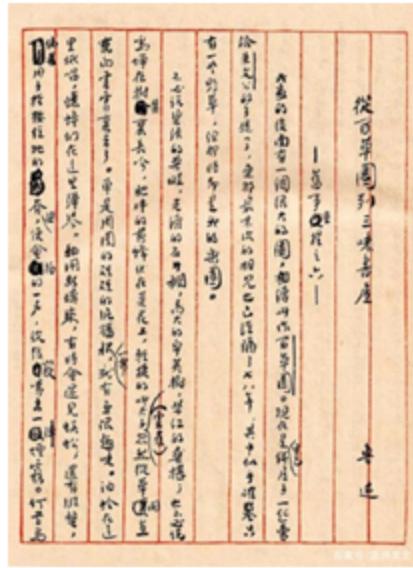
Scientific writing —Good writing is rewriting

Tao Chen

College of Geophysics
China University of Petroleum

2023/10/23

好文章是推敲出来的



鲁迅《从百草园到三味书屋》手稿仅一段就涂改了19处

好文章是推敲出来的

贾岛因赴考到京（长安）。一天，骑着驴，一边走，一边吟诗，忽然得了两句道：“鸟宿池边树，僧推月下门。”

贾岛自己觉得这两句还不错。可是，又觉得下句“推”字不够好：既是月下的夜里，门早该关上，恐怕推不开了，不如改为“僧敲月下门”。心里这么琢磨着，嘴里也就反复地念着：“僧推……”、“僧敲……”，他的右手也不知不觉地随着比划起来：一会儿伸手作推，一会儿举手作敲的姿势。这时，**著名的大文学家、“京兆尹”兼“吏部侍郎”韩愈**恰巧从这儿经过，随从仪仗，前呼后拥地过来了。按当时规矩，大官经过，行人必须远远回避让路，否则就要犯罪。贾岛这时正迷在他的那句诗里，竟没有发觉，等到近身，回避也来不及了，当即被差役们扭住，带到韩愈马前。韩愈问明原委，不但没有责备贾岛，还很称赞他认真的创作态度。对于“推”、“敲”两字，韩愈沉吟了一下，说：“还是‘敲’字好。”两人于是并骑而行，谈了一些关于诗文写作的问题。从此成了朋友。



好文章是推敲出来的

文章不厌百回改，
反复推敲佳句来

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Attitude is
everything

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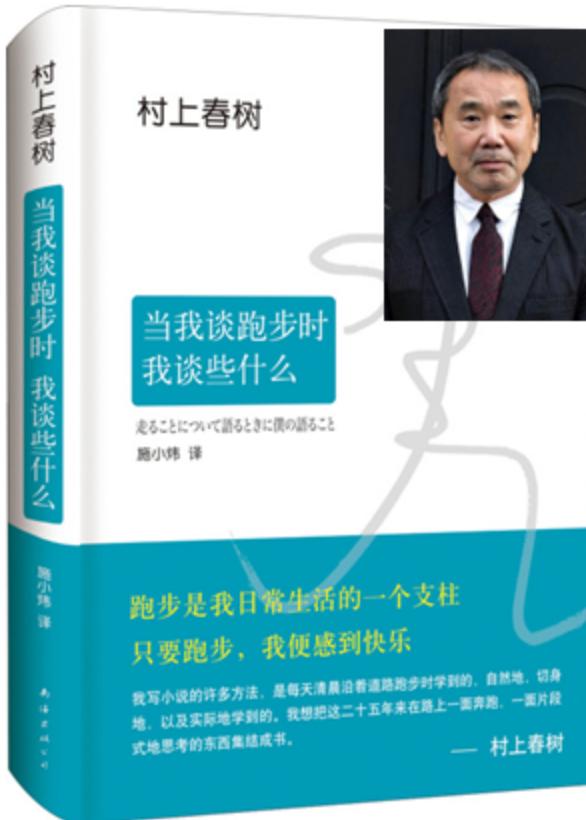
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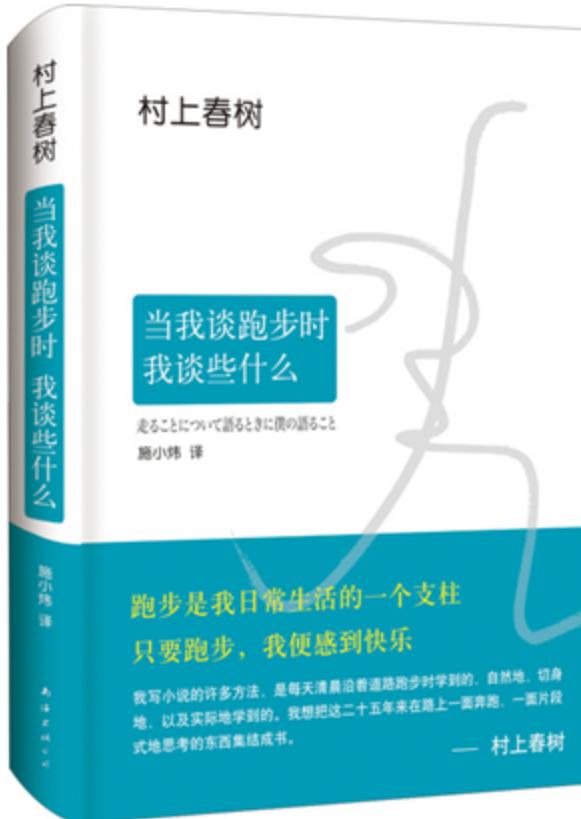
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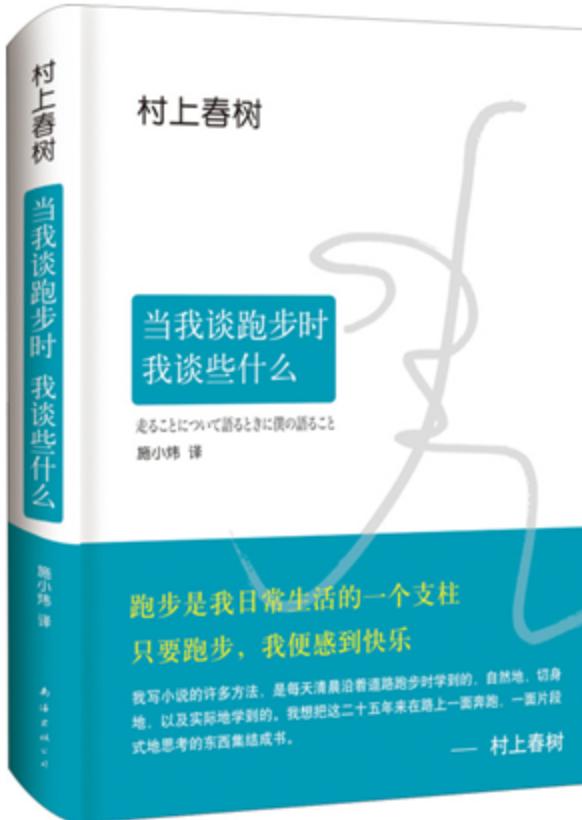
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Whom to
rewrite
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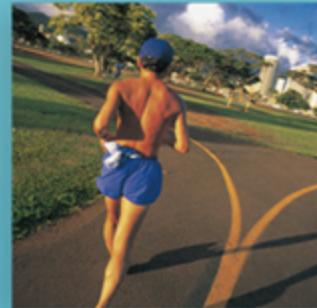
今天不想跑，多以才去跑，这才
是长距离跑者的思维方式。

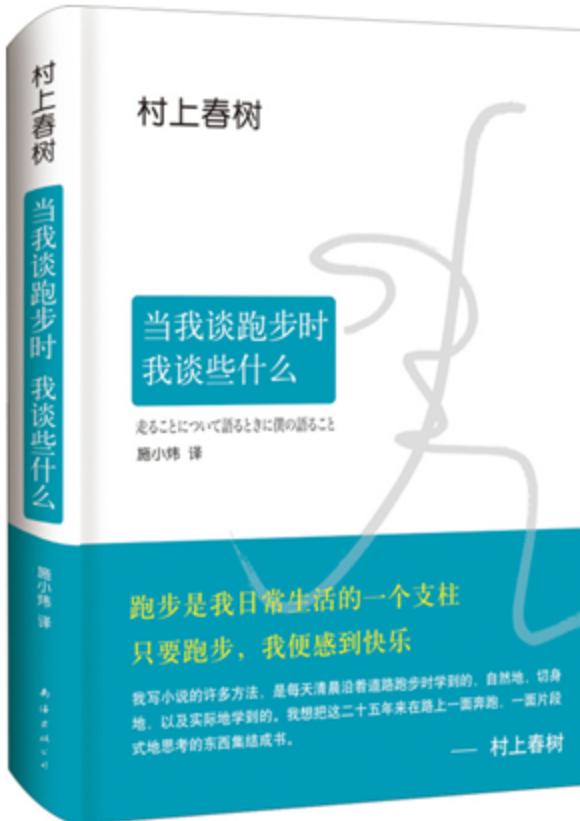




磨练的哲学

比平时跑得更远一些
让肉体更多地消耗一些
发怒的话，就让怒气冲着自己；懊恼的话，就用懊恼来磨练自己。

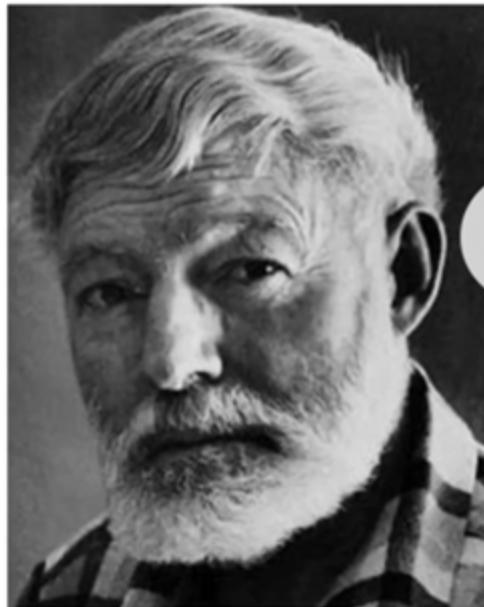




超越的哲学



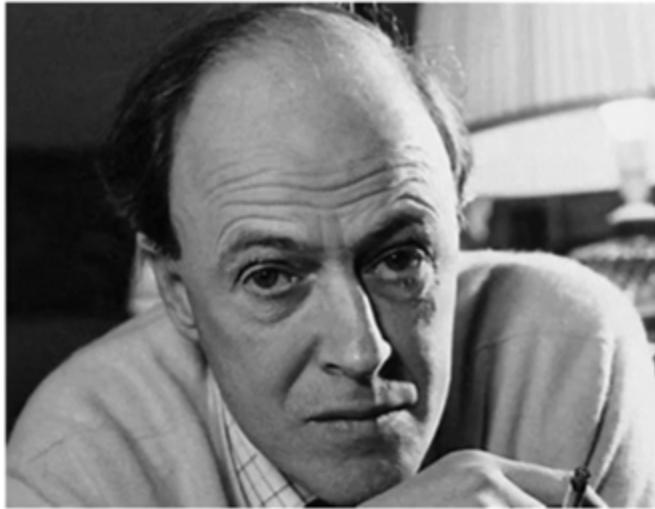
我超越了昨天的自己
哪怕只是那么一丁点儿
在长跑中，
如果说有什么必须战胜
的对手，那就是过去的
自己。



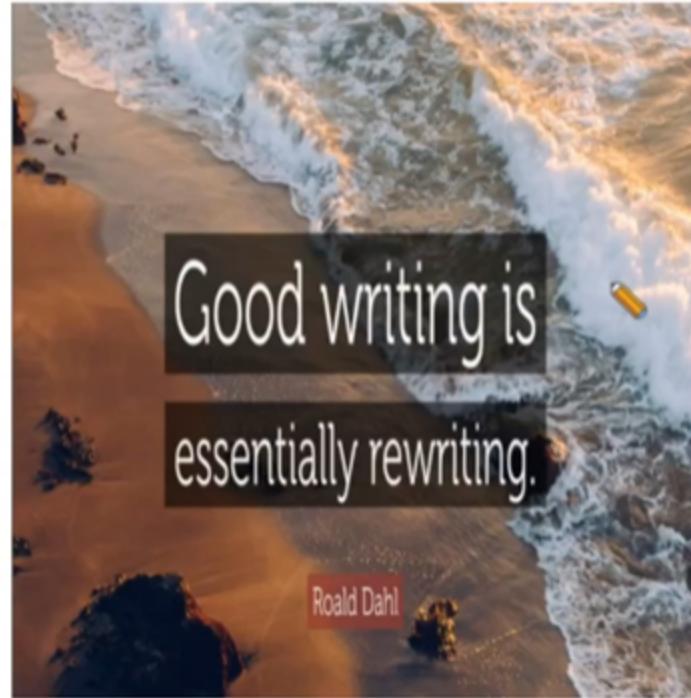
The only kind of writing is
rewriting

欧内斯特·米勒尔·海明威

1899年7月21日 - 1961年7月2日



罗尔德·达尔
1916年9月13日—1990年11月23日



Attitude



Write your own story



"Typically, researchers and technologists spend 20% of their time writing research reports, proposals and other communications, but few receive formal training in writing. Furthermore, writing often does not come naturally to scientists and engineers, and is often viewed as an unwanted chore and a distraction from actually performing research and development. Nonetheless, writing is a skill that can be learned. With improved skill, the quality of the communications is improved, the effort required is reduced, and the reputation of both the writer and the writer's institution is enhanced."

Boxman & Boxman (2017)

Communicating Science. Singapore: World Scientific.

Attitude



Academic researcher

Professional writer





*"It does not matter how slowly you go
so long as you do not stop."*

-Confucius



子曰：“譬如为山，未成一篑，止，吾止也。譬如平地，虽覆一篑，进，吾往也。”



今天不想跑，多以才去跑，这才是长距离跑者的思维方式。



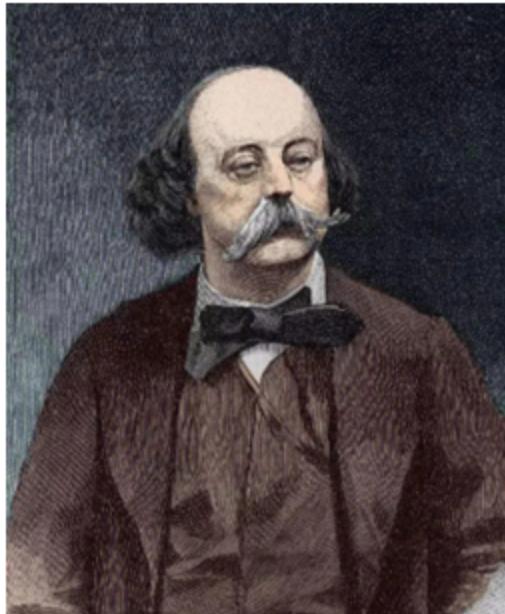
Good scientific communication requires good underlying scientific thinking. Moreover, the process of communicating can **sharpen** scientific thinking

—Boxman & Boxman(2017)



Make writing a habit

When you make writing a **regular** part of your life, it becomes much less of a burden. When writing becomes part of your routine, you'll start getting more done in less time: thus your writing becomes more automatic, fluid, and natural.



Be regular and orderly in your
life, so that you may be
violent and original in your
work

—Custave flaubert

1821年12月12日 ~ 1880年5月8日

法国著名作家



德国哲学家康德的守时故事在康德的身上，除却他哲学上的成就，还有一点是非常值得敬佩的，那就是他的守时。康德的故事大部分都是关于守时的，下面就列举几则康德的故事。

康德的生活非常的规律，5点起床，每天早晨的五点，他就会起床，然后开始两个小时的工作，中午吃饭后，他一定会去散步，晚上十点会准时上床睡觉。甚至于到最后，他做事情沿途经过的家庭主妇会用他的活动当做时间表，因为分毫不差。

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What to rewrite

➤ Genre-based rewriting



系统中没有零散的东西。

威廉·冯·洪堡

1767年6月22日—1835年4月8日



What to rewrite

➤ Genre-based rewriting

《长安十二时辰》的成功，充分体现了创作者的诚意，内容“脱水”，节奏“硬核”，人物关系设定错综复杂。



自洽系统



What to rewrite

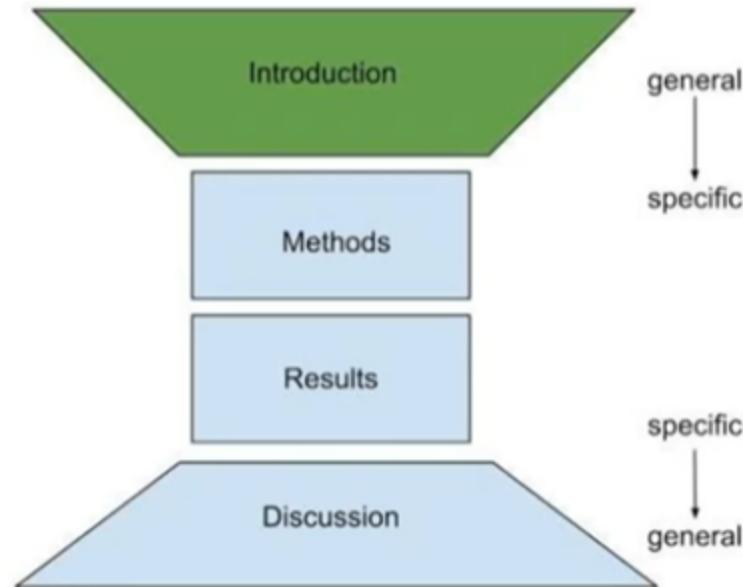
- **Genre-based rewriting**





What to rewrite

➤ Genre-based rewriting



What to rewrite



➤ Genre-based rewriting

Reviewer

The discussion brings in a new set of constructs, ‘finders and evaluators’, heteroglossia’, which disconnect the discussion from the earlier literature review and the findings. The key claim in the discussion ‘The rollercoaster experience is closely examined in our study, with an attempt to push forward the previous research by highlighting the strong impact of dialogues upon emotions, proposing that the EAP reform is indeed a dynamic system of dialogues generating multi-layered emotions’ is an important one but the argument through the paper is too diffuse to robustly support this claim. The diagram figure 2 on p 28 is something that could already have been derived from the literature and it is unclear what new contribution this study has made.



What to rewrite



➤ Genre-based rewriting

-Reviewer

I would also appreciate more orderly presentation, where new findings are not introduced at the stage of the discussion (as is the case in this paper, where in the midst of reflections on their findings the researchers mention two previously unreported “critical events”).

What to rewrite



➤ Genre-based rewriting

-Reviewer

The authors referred to theories and concepts extensively (which is impressive), but many terms were not explained or linked to the current research topic.

What to rewrite



➤ Genre-based rewriting

By applying this system ideology, linguists have been dedicated to characterizing language as a multi-level system in empirical terms (Liu and Cong 2014; Macutek, Cech and Milicka 2017). Studies from corpus linguistics also empirically verify that language is a complex adaptive system (Schneider 1997; Butters 2001; Keller 1994; Bybee 2001; Bybee 2007; Bybee and Hopper 2001; Wang 2006; Kretzschmar 2009;

Jiang and Liu 2015). Central features of complex adaptive system, including non-linear self-organization, adaptation, and emergence, can be observed in the language system (Wang 2006; Larsen-Freeman and Cameron 2008; De Boer 2000; Au 2005; Ke 2005; Gong 2011; Liu et al. 2017).

*这些概念：①具体什么意思？②跟本文的关系 ③要突出论述与本文相关的概念内容
尽可能避免使用出子概念*





What to rewrite

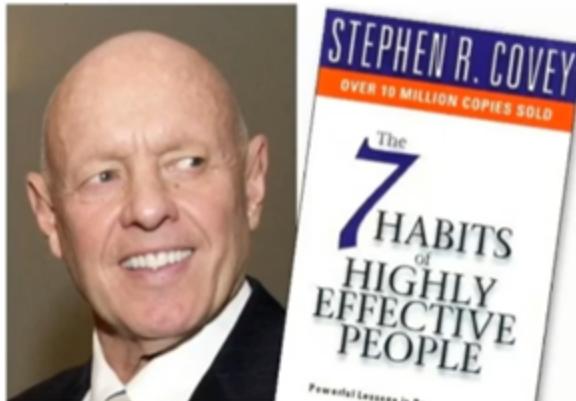
➤ Genre-based rewriting

结果	讨论	结论
介绍研究结果，必要时应使用图、照片、表格等形式表述研究发现或实验数据。	探讨所得到的结果与研究目的或假设的关系，是否符合原来的期望，与他人研究结果的比较与分析。	主要认识或观点。
对重要研究结果的描述。	对研究结果的解释；如果结果不符合原来的期望，为什么？	概述研究成果可能的应用前景即局限性。
对重要研究结果的评论，如说明、解释、与他人结果的比较等。	重要研究结果的推论及意义，研究展望。	建议需要进一步研究的课题或方向。



What to rewrite

➤ Genre-based rewriting



胸有成竹

What to rewrite



➤ Genre-based rewriting



Teaching and Teacher Education

journal homepage: www.elsevier.com/locate/tate



Research paper

To arrive where you are: A metaphorical analysis of teacher identity change in EAP reform



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HIGHLIGHTS

- Incorporating metaphorical analysis to explore English teachers' professional development during an educational reform.
- Adopting a bottom-up approach to give voices to the complexity and multiplicity of teacher identities.
- Highlighting the dynamic but coherent nature of teachers' development through longitudinal investigation.
- Bearing implications for policy makers, teacher educators and English teachers.

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ABSTRACT

English for Academic Purposes (EAP) reform poses challenges to English teachers. Guided by conceptual metaphor theory and identity research, a three-year-long case study was conducted to trace an English teacher's personal journey in reform. Metaphorical analyses reveal that through negotiations between the long-held and newly acquired identities, the participant kept navigating the new area based on her previous experiences and also expanding her perceptions of teacher identities. This study advances the research agenda in teacher development by taking a metaphor lens to highlight the dynamic but coherent nature of teachers' professional development, bearing implications for policy makers and English teachers.

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Keywords:

Teacher development

Metaphor

Identity

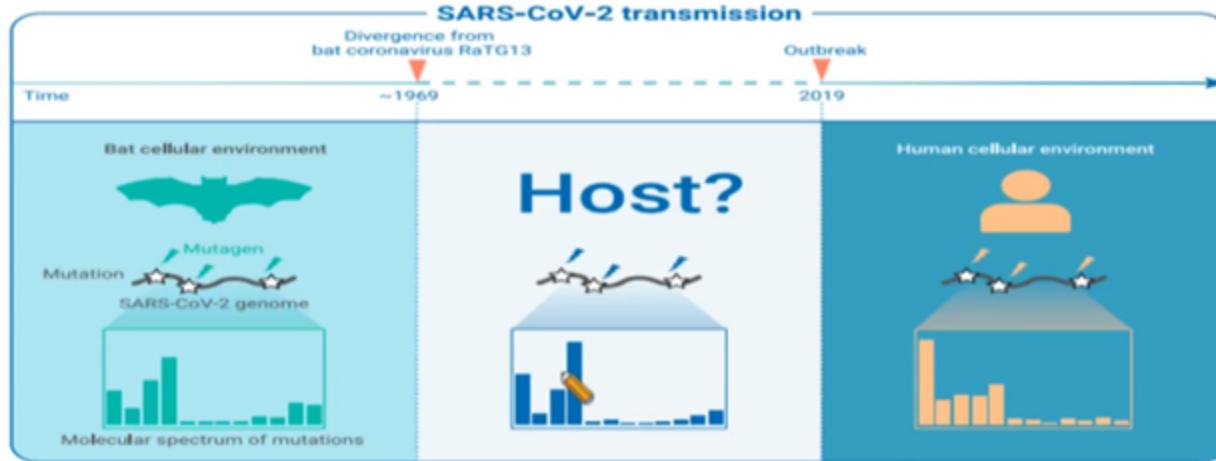
EAP



What to rewrite

➤ Genre-based rewriting

Graphical abstract



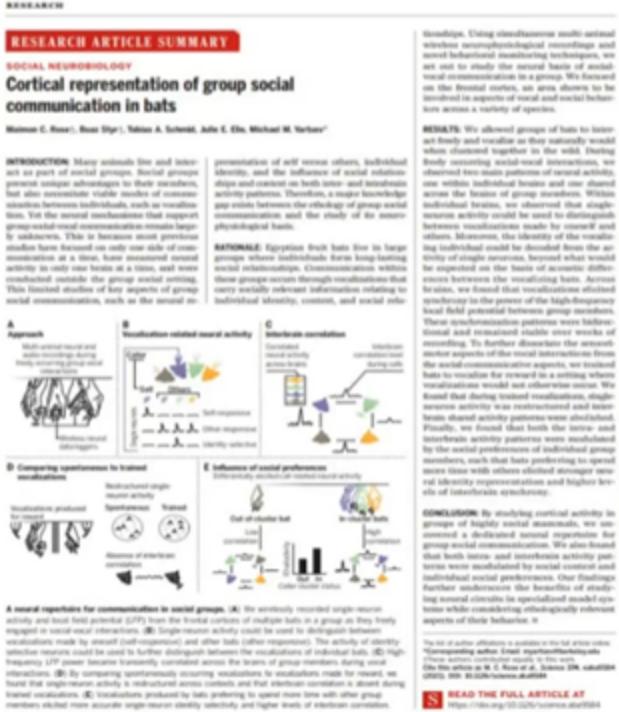
Public summary

- The asymmetric *de novo* mutations in SARS-CoV-2 are induced by mutagenic mechanisms in the host cellular environment
- *De novo* mutations determine the molecular spectrum of accumulated mutations during SARS-CoV-2 evolution
- Molecular spectra of accumulated mutations in betacoronaviruses cluster according to the host species instead of the phylogenetic relationship
- The mutations accumulated in SARS-CoV-2 prior to its transmission to humans are consistent with an evolutionary process in a bat host



What to rewrite

➤ Genre-based rewriting



A neural signature for communication in social groups. (A) We wirelessly recorded single-neuron activity and local field potential (LFP) from the frontal cortices of multiple bats in a group as they freely engaged in social-vocal interactions. (B) Single-neuron activity could be used to distinguish between vocalizations made by oneself (self-response) and other bats (other responses). The activity of identity neurons was more similar to those of other bats than to those of the self. (C) High-frequency LFP power became transiently correlated across the brains of group members during vocal interactions. (D) By comparing simultaneously occurring vocalizations made for reward, we found that single-neuron activity is restructured across contexts and that interbrain correlation is absent during trained vocalizations. (E) Bats produced by bats according to species-specific social group members elicited more accurate single neuron activity selectively and higher levels of interbrain correlations.

The last author affirms that a conflict of interest exists for this article.
Competing interests: See also supporting information for details.
These authors contributed equally to this work.
Editor's note: See also the Perspective by J. W. C. New in this issue.

READ THE FULL ARTICLE AT
<https://science.org/doi/10.1126/science.1250026>

What to rewrite



➤ Logical-based rewriting

大逻辑

On the road to international publication: Developing novice writers' syntactic complexity, genre and
part-genre awareness

Abstract

The corpus-based study of syntactic complexity in academic writing by L2 researchers has recently aroused much interest. However, a deeper investigation into research articles (RAs), that is, the

Syntactic complexity of research article part-genres: Differences between emerging and
expert international publication writers

Abstract

This study investigated the differences between emerging and expert international publication (IP) writers' engagement with syntactic complexity in seven research article (RA) part-genres.

What to rewrite



➤ Logical-based rewriting

部分内容逻辑

-Reviewer

This is a generally well-written manuscript reporting on a very interesting study. However, I feel there are some areas which need to be improved.

Introduction: I felt that the introduction was too brief. I felt that you could have included some background information on genre and part-genre awareness. This would highlight the significance of the gap which your study aims to address.

What to rewrite



➤ Logical-based rewriting

Introduction

Research background

Literature review

Research gap

Research aim

Significance



What to rewrite



➤ Logical-based rewriting

我看了下

introduction to Theoretical framework
of self-organization and self-regulation within the framework of synergistic linguistics
[子18] 以 [同上]: (Kohler 2005, 2012; Kohler & Altamnn 2000; Xu & He 2018), which studies the

introduction

理论于

System

对语言学界对 system 的认识做了历史的梳理,

从而引出 synergistic linguistics.
更加全面而合理.

从而带出
the aim of
the present study
and its significance

梳理
脉络

从而引出 the claims

① 说明 abstract 是一个 self-contained system
以前的研究非常关注 abstract, 但没有将其看成另一个

What to rewrite



➤ Logical-based rewriting

A cross-disciplinary corpus-based study of syntactic complexity in research articles

Summary:

This study reports a cross-disciplinary investigation into the differences and similarities of syntactic complexity in different disciplines. Using a corpus of 360 research articles (RAs) from 12 disciplines operationalized under 20 categories, this paper analyzed the data in terms of syntactic complexity. We measured the syntactic complexity by using both large-grained and fine-grained indices. The findings aim to help for students and researchers to acquire disciplinary knowledge in terms of syntactic complexity during their international publication process. This study also aims to provide implications for academic pedagogy to develop language users' understanding of disciplinary writing.

需要很大修改

articles

B

Summary
研究目的
of the study
OB?

arm of the study
不是这而已
语言使用者



What to rewrite

➤ Logical-based rewriting

中文摘要 本研究以十一名美国大学生提交的中文实习报告为依据，对他们在在中国进行的为期半年的实习进行了整理和研究。—研究的数据采集于前后五年之间，学生均为工程学+中文；或者商科+中文的双学位学生。-研究试图发现：长期实习如何影响学生的中文表达能力，专业能力和跨文化职场交际能力？ 研究的数据平集于前后五年之间，学生均为工程学+中文；或者商科+中文的双学位学生。本研究可以为对中文教育的国际化提供依据，对基于内容的中高年级课程，或者专业化汉语教学提供课程设置的参考，对培养学生使用中文进行职业化交际的能力的培养提供指导性的建议。

关键词 海外实习 中文表达能力 专业能力 跨文化职场交际能力。



What to rewrite

➤ Logical-based rewriting

Title:

The Microbial Efficiency-Matrix Stabilization (MEMS) framework integrates **plant litter decomposition** with **soil organic matter** stabilization: Do labile plant inputs form stable soil organic matter?

(setting) Above- and below-ground **plant litter decomposition** studies have traditionally focused on decay rates and mass loss dynamics. (citation) The guiding paradigm has been that litter mass loss – commonly measured using mesh bags – represents losses from the system, while the amount of litter which does not decompose at a measurable rate contributes to stable SOM (humus) formation (Berg & McClaugherty, 2008). This view does not account for leaf, root, or wood litter-derived OM incorporation in the mineral soil through: (1) leaching of soluble plant and microbial compounds (i.e., dissolved organic matter: DOM), and (2) incorporation of litter fragments into soil aggregates (Cotrufo et al., 2009).

段落之间的逻辑

(setting) While much is known about how climate, litter quality, and decomposer community composition affect the rate of **plant litter decomposition**, (Gap) little is known about the factors that control the proportion of litter C and N that is eventually incorporated into stable **SOM** (Prescott, 2010). (value) This stable fraction is a critical determinant of long-term net ecosystem C and N balances from the perspective of C sequestration and reactive N dynamics.

(setting) **Soil organic matter** is formed through the partial decomposition of plant debris by microorganisms (Paul, 2007). Historically, the formation of SOM or ‘humification’ has been studied separately from litter decomposition by analyzing SOM chemical structural changes in soil profiles (Zech & Kogel-Knabner, 1994).

(citation) Soil scientists have proposed two general humification schemes: biopolymer degradation and abiotic condensation (Frimmel & Christman, 1988). The degradation models assume selective preservation of recalcitrant plant and microbial macromolecules, as humus, and mineralization of labile components. By contrast, the condensation models propose that low molecular weight (LMW) substances, derived from the biological degradation of plant and microbial residues, abiotically condense into polymers, forming humus.

What to rewrite



➤ Logical-based rewriting

(setting) Recent studies have greatly advanced our understanding of plant litter decomposition, SOM formation, and the chemical composition of stable soil C and N forms (Sollins et al., 2007; Kleber, 2010).

(citation) By following the decomposition of isotopically enriched litter, it has become clear that early-stage leaf and root litter decomposition products contribute a relatively large amount of C to the mineral soil (Bird et al., 2008; Rubino et al., 2010) and that this contribution is primarily from microbial compounds produced during the degradation of litter (Mambelli et al., 2011), while recalcitrant plant components do not preferentially accumulate in SOM (Mätschner et al., 2008). The importance of microbial residues to the formation of stable SOM has been recognized for over a decade (e.g. , Huang et al., 1998; Gleixner et al.).

What to rewrite



➤ Logical-based rewriting

... Teacher identity as a complex construct and an important aspect of teacher development is therefore both a process and a product (Cross, 2017), a relationship between teachers and their professional contexts and socio-cultural values.

Y's permutations of metaphorical categories and subcategories show that identities are contextually structured (Flores & Day, 2006; Lasky, 2005) and culturally bound (Coffey, 2015; Said, 2013; Xiong, Li, & Qu, 2015). ...

What to rewrite



➤ Logical-based rewriting

段落内部的逻辑

Open Science, as a research accelerator[1], can promote the development of science and technology. China is an emerging country, and meanwhile a more and more active player in scientific community and collaboration. The total number of China's Full-Time Equivalent researchers engaged in science and technology was estimated to be about 4.19 million of in 2018, ranking No.1 in the world[2]. In 2019, China enrolled 917,000 postgraduate students, and the total number of postgraduate students at school raised to 2.864 million[3]. All these R&D personnel and students can be benefited from Open Access to publications, open research data, open source software, open collaboration, open peer review, open notebooks, open educational resources.



What to rewrite

➤ Logical-based rewriting

句子内部的逻辑

The solution to both varieties of epidemic is,
of course, knowledge derived through
research.

for the general public.
~~遇難上天私成爲主謂失之有情在紀順向是故名其~~
Preparedness for epidemics should not wait till an epidemic arrives!
unprepared epidemics of disease caused by newly recognized viruses

What to rewrite



➤ Logical-based rewriting

句子之间的逻辑

Feeding of individual leaves with a solution containing ^{15}N is a technique that has been widely used for physiological studies in wheat (Palta et al. 1991) and legumes (Oghoghorie and Pate 1972; Pate 1973). The potential of the technique of investigating soil-plant N dynamics was noted as long as 10 years ago by Ledgard et al. (1985) following the use of ^{15}N leaf-feeding in a study of N transfer from legume to associated grass.

旧信息放在句子开头

What to rewrite



➤ Logical-based rewriting

句子之间的逻辑

Some astonishing questions about the nature of the universe have been raised by scientists studying black holes. The collapse of a dead star into a point perhaps no larger than a marble creates a black hole.

Some astonishing questions about the nature of the universe have been raised by scientists studying black holes. A black hole is created by the collapse of a dead star into a point perhaps no larger than a marble.

介绍之前没有下定义



What to rewrite

- Logical-based rewriting

NATURAL FLOW





What to rewrite

➤ Publication-based rewriting

This paper lacks any reference, let alone consideration, discussion, or extension, of [REDACTED] whatsoever, and thus it is extremely hard to see how this text should be linked to or integrated in a collection that is entitled [REDACTED]. (Symptomatically, not a single [REDACTED] concept shows up in the keywords.)





What to rewrite

➤ Publication-based rewriting

Unlike earlier studies which tended to view the construct of identity as singular and static and the cultivation of identity in educational changes as the acquisition of some predefined competencies (Allport, 1955), the more recent poststructuralist (Vásquez, 2011; Zembylas, 2005) and postmodern (Akkerman & Meijer, 2011) positions conceptualize identity as an ongoing process characterized by multiplicity, discontinuity, and sociality, believing that multiple conflicting (Luk & Lin, 2007) or harmonized (Assen, Koops, Meijers, Otting, & Poell, 2018) sub-identities are in constant shifts and dynamic interactions (Beijaard, Meijer, & Verloop, 2004; Bucholtz & Hall, 2005) discursively co-constructed with others and actively re-negotiated within specific social and cultural contexts (Cohen, 2010; Day, Kington, Stobart, & Sammons, 2006). (114单词)

–Reviewer

–This sentence is too long...it is difficult to read and **hold onto the meaning**...it needs to be broken into smaller sentences...it is also a question.

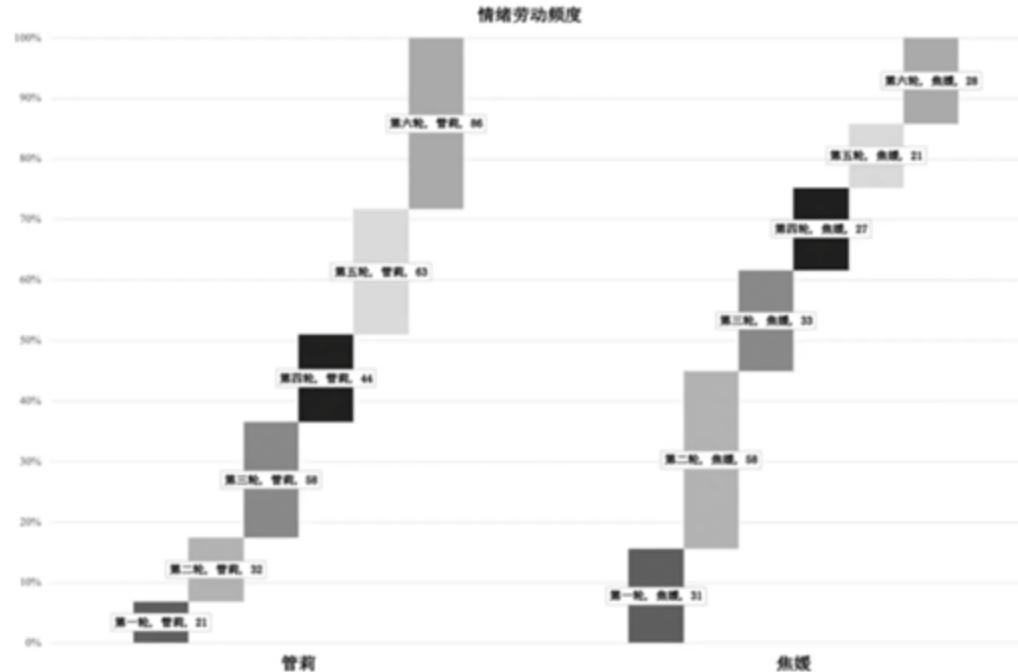


- **Revised (p. 31):** By tracing the developmental trajectory of a previous-EGP-and-current-EAP teacher, the present longitudinal work offers us valuable insights into the dynamic but coherent nature of teacher development and provides us with a vivid case of how the present self could align with the past one and at the same time leave more room for the future ones. Such identity change is achieved through constant negotiations between the old and new identities, between perceived-self and the reforming context, and between emotional struggles and agentive efforts.



What to rewrite

➤ Publication-based rewriting





What to rewrite

➤ Publication-based rewriting

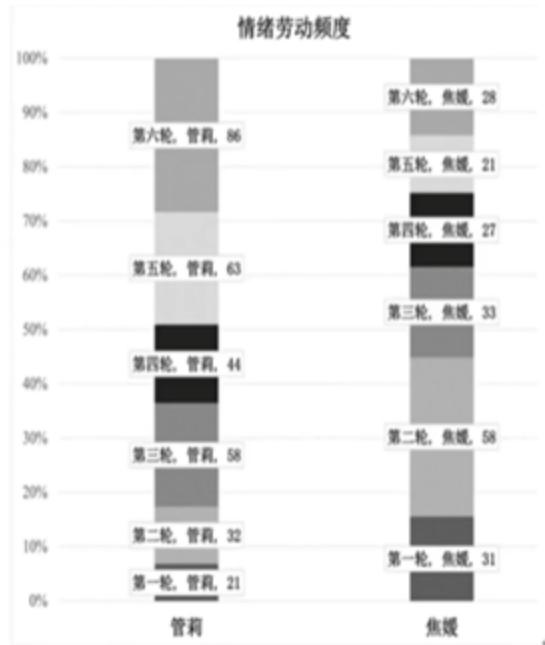


图1. 受访者的情绪劳动频度。

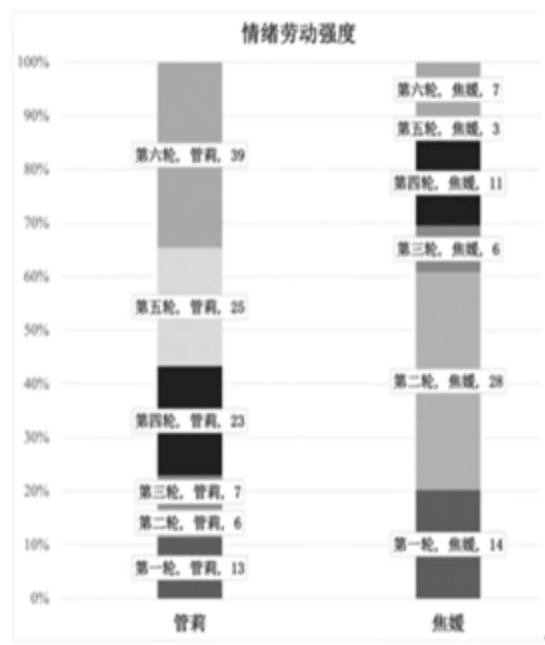


图2. 受访者的情绪劳动强度。



What to rewrite

➤ Publication-based rewriting

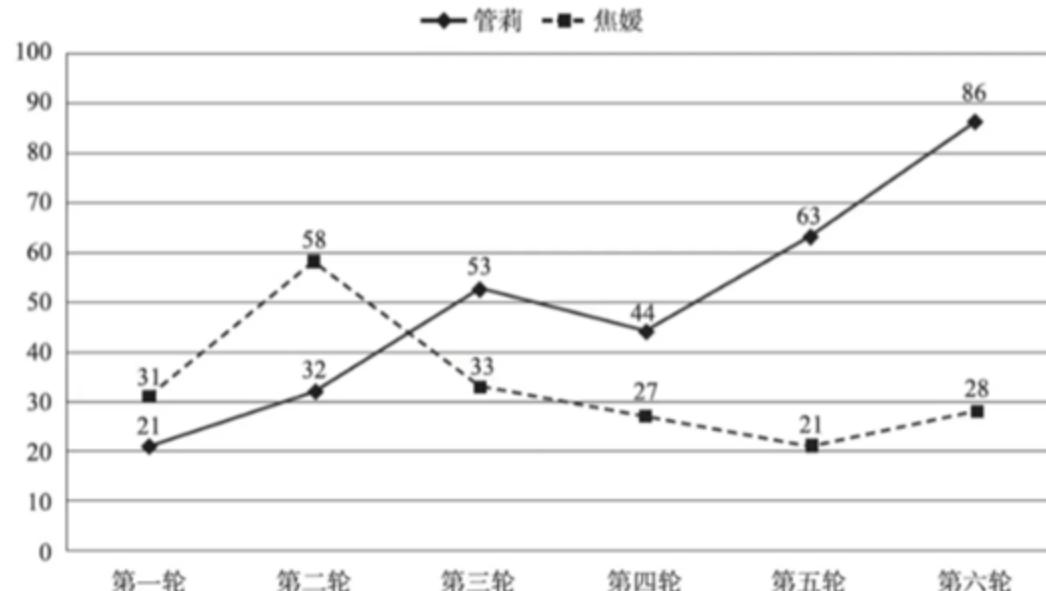
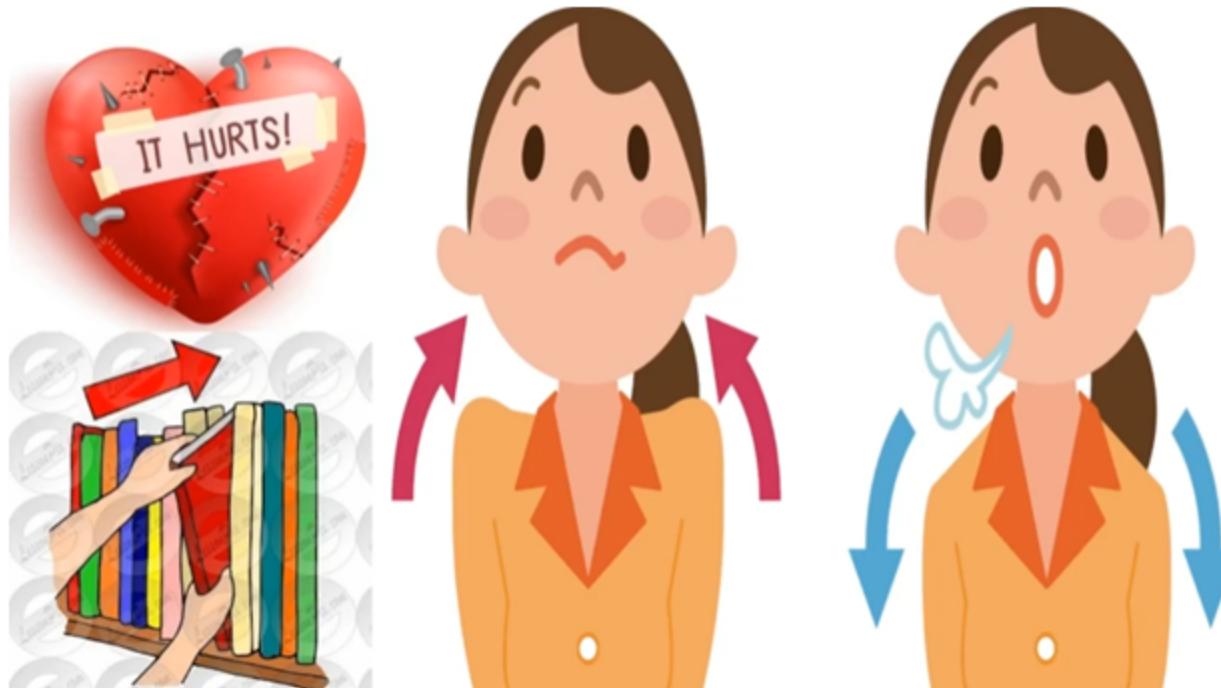


图1 受访者的情绪劳动频次



What to rewrite

➤ Publication-based rewriting



What to rewrite



➤ Publication-based rewriting

	Reviewer 1	Reviewer 2
General comments	The case study presents an interesting comparison of a language teacher's practices before and after the transition from EFL to Chinese universities. The significance of choosing X is not explained properly, and the justification of choosing X is quite thin. Hence the significance and implications of this case study are questionable.	This case study presents an interesting comparison of a language teacher's practices before and after the transition from EFL to Chinese universities. The significance of choosing X is not explained properly, and the justification of choosing X is quite thin. Hence the significance and implications of this case study are questionable.
Introduction	The literature review demonstrates an impressive collection of theories and voices but there seems to be very little criticality and analysis. As a result, the reader is left with the impression that the focus on teacher education is the main aim of this article. This study is a case study, which is reflected in the heading. The research system of analysis is not clear enough, so it is difficult to say that there is no clear rationale for the comparison. However, the literature review did not add much value to the paper either to start off with. It is difficult to understand what the author is trying to do as an overall contribution to the field of English language teaching, ending with the conclusion that the teacher education system of universities in mainland China needs to be reformed and be presented, which would lead to the modernization of English language teaching.	This study is based on a quite biased view of the transition from EFL to Chinese universities. This transition is seen as a consequence of the university's strategic development. It is also argued that the views of the students and teachers are not considered as a global phenomenon of EFL transition. In addition, they are also essential contributions to the field of English Language University English for Academic Purposes (EUA) and 2013 publication. The major contribution of this paper is the rationale of this study.

What to rewrite



➤ Publication-based rewriting

To arrive where you are: A metaphorical analysis of teacher identity change in EAP reform

Response Letter

Dear editors and reviewers,

We appreciate the opportunity to revise the manuscript again and are grateful for the reviewers' comments. We have revised the manuscript, with the specific revisions summarized as follows. The changes made are also marked in red in the revised manuscript.

Reviewer #5

[Long sentences] Nearly every page has at least one sentence that could be rewritten for clarity and conciseness by breaking the long sentence into two or three sentences.

Response: Thank you very much for this comment. We substantially revised the long sentences throughout the manuscript, which are summarized below:

Original (p. 2): Aiming to build a group of world elite universities and disciplines by the end of 2050, the reform calls for a tremendous change in college English teaching and thus the rise of academic English to prepare university students for their future academic study and career development. English language courses in higher education are conventionally categorized as

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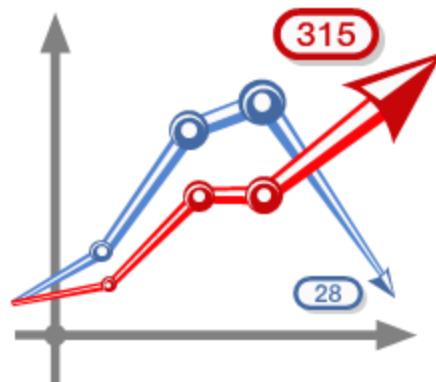
© CanStockPhoto.com

How to Rewrite





ONE EXAMPLE



While the reactions of the anion were solvent-dependent, the corresponding reactions of the substituted derivatives were not.

Although the reactions of the anion were solvent-dependent, the corresponding reactions of the substituted derivatives were not.

While 尽管, when, 可能造成误读

How to Rewrite



There isn't any consistency in the results of the two experiments.

There is no consistency in the results of the two experiments.

**Use no little few
Avoid not ... any, not much, not many**

How to Rewrite



- Not many people achieved the greatness of George Washington

- Few people achieved the greatness of George Washington.

How to Rewrite



Sometimes, you may find some of the following words useful:

absent, avoid, fail, ignore, lack, overlook, resistant, questionable...

YES

How to Rewrite



The experiment did not work.

The experiment failed.

No changes were observed in any of the variables tested.

All variables tested remained constant.

There is not a piece of evidence supporting this hypothesis.



This hypothesis lacks supporting evidence.

The variation was never more than 1%.

The variation was always less than 1%.

None of the alternative explanations seemed likely.

All alternative explanations seemed implausible.

How to Rewrite



Neither the fear of global warming nor the number of fatal accidents influence car drivers.

Car drivers ignore both the fear of global warming and the number of fatal accidents.

Nothing is dangerous about this method.

This method is safe.

No one noticed the discrepancy between the two sets of data.

People overlooked the discrepancy between the two sets of data.

In none of the samples could the desired compound be found.

The desired compound was absent from all the samples.

No less than eleven substances were present in the mixture.

The mixture contained at least eleven substances.

Use no little few

Avoid not ... any, not much, not many

How to Rewrite



Research gap 会用到否定

How to Rewrite



rarely examined. In particular, no research efforts have been made to explore the emotional experiences of emerging language teacher leaders who are evolving into their leadership identities (Baecher, 2012) while navigating the complex power relations of multiple stakeholders in the emotionally demanding educational reforms.

leadership identity. However, there is a dearth of literature on emerging teacher leaders' identity development in the reform context, making it necessary to investigate how emerging teacher leaders achieve their leadership identity and gain power position in the reform community.

(Arvaja, 2016, p. 393). This paradoxical nature of identity, however, remains largely a theoretical mystery, worthy of more in-depth and longitudinal exploration of teachers' professional identity development (Friesen & Besley, 2013; Ruohotie-Lyhty, 2013; Taylor, 2017). Therefore, focusing on the identity construction and devel-

How to Rewrite



简洁性

这个句子多一个字不多，少一个字不少

The data confirm that there is an association between vegetables and cancer.

→ The data confirm an association between vegetables and cancer.

How to Rewrite



- The experimental demonstration is the first of its kind and is a proof of principle for the concept of laser driven particle acceleration in a structure loaded vacuum.
- The experiment provides the first proof of principle of laser driven particle acceleration in a structure loaded vacuum.

How to Rewrite



It can be seen from Figure 1 that there is a significant correlation between the rate of growth of the incidence of cardiac-related disease and illness and the increasing frequency of the possession and use of a television.

Figure 1 shows that the incidences of heart disease and television viewing correlate well.

How to Rewrite



It is a fact that 20% of the world's population has no clean water or enough to eat.



20% of the world population lacks clean water and sufficient food.

How to Rewrite



- Another important reason for this optimization is the fact that we should try to get rid of pollution.
- Another important reason for this optimization is to eliminate pollution.

How to Rewrite



Synergy (协同) will lead to a significant reduction in the amount of funding required.

Synergy will significantly reduce the amount of funding required.

How to Rewrite



made a decision	decided
reached an agreement	agreed
expressed a denial	denied
made a request	requested
ventured an attempt	tried
granted permission	permitted or allowed



How to Rewrite

At this point in time

due to the fact that

during the time that

for the reason that

in a short time

in spite of the fact that

in the place that

prior to the time that

last but not least

in the recent time

How to Rewrite



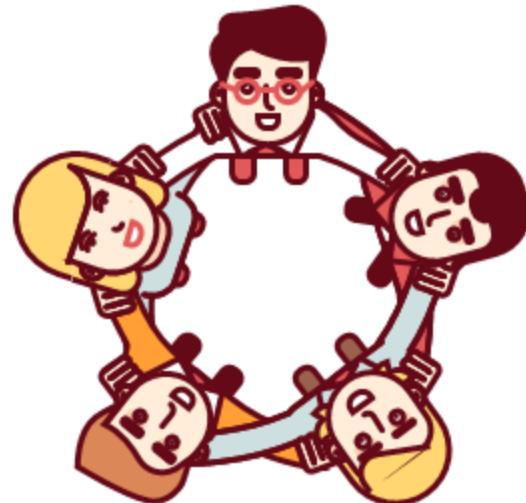
At this point in time	Now
due to the fact that	because
during the time that	while
for the reason that	because
in a short time	soon
in spite of the fact that	although
in the place that	where
prior to the time that	before
last but not least	Last
in the recent time	recently

How to Rewrite



Question:

Which groups of people might favor this **tedious** language style?



How to Rewrite



2.2.2 Statistical analyses

For RQ1: research question 1, After being processed by L2SCA respectively, the L2SCA outputs of the five dimensions of 14 syntactic complexity measures of syntactic complexity are then were exported into Origin v2019 to visualize the data dispersion over time by violin boxplot. For research question 2,

RQ2: According to Hilpert and Gries (2009), Kendall's τ correlation coefficient was calculated in SPSS v26 to evaluate the strength of diachronic changes (Hilpert & Gries, 2009). Additionally, fF actorial ANOVA and a series of follow-up univariate F tests and post hoc tests (set as p.05) were conducted to determine whether syntactic there is a significant difference in the complexity values significantly differ between every two multistage diachronic sub-corpora at ten time points.

For RQ3: research question 3, Ssyntactic complexity results for different measures are were then normalized and drawn to be into scatterplots, and then ILines of mean syntactic complexity values were compared to further explore illustrate the relations between measures.

How to Rewrite



Diachronic studies on language ~~change~~ have long been a trending focus (Biber 2013). ~~and Among the~~ numerous studies ~~have been~~ carried out in ~~this domain language change~~ (Biber 2013), ~~and among them,~~ academic writing was once regarded as a relatively undisturbed and rigid form of discourse for its objectivity and formality (Hyland 2018). However, over the past decades, ~~since~~ academic publication has undergone ~~a~~ dramatic transformation~~s under the influence of~~ due to the advent of new electronic access forms and ~~new~~ knowledge commercialized models, ~~diachronic research of academic writing has risen increasingly and which has attracted increasing and~~ essential attention from researchers ~~to academic language change~~. Numerous ~~p~~ioneering works in this field have illustrated the value of diachronic studies of academic writing. For example, Bazerman (1984, 1988), Berkenkotter and Huckin (1995), and Dear (1985) investigated the ~~emergency emergence~~ of early modern scientific arguments ~~by examining in articles in~~ the first English scientific journal ~~in English (The Philosophical Transactions of the Royal Society)~~ ~~during between~~ 1665 and -1800 and illustrated ~~how the social structure has originated and formed the rhetorical origin and~~ evolution of scientific writing ~~and being transformed vice versa~~. Similarly, ~~using Targeting to~~ the same material ~~journal published~~ during 1675-1975,

How to Rewrite





LITOTES

双向否定

He lived to exert, and frequently to enjoy himself. His wife was not always out of humor, nor his home always uncomfortable and in his breed of horses and dogs, in sporting of every kind, he found no inconsiderable degree of domestic felicity.

(Jane Austin *Sense and Sensibility*)



| How to Rewrite



COMPLEX

+

DYNAMIC

How to Rewrite

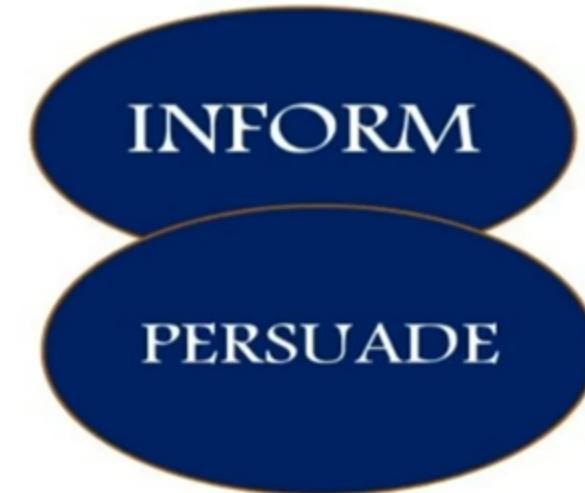




PURPOSE OF COMMUNICATION



we communicate to:



How to Rewrite



Over the past few decades, a sizable body of research has examined the diachronic changes in the linguistic features used in academic discourse.

While it is not uncommon for existing studies to include analyses of historical changes in the frequencies of specific sets or classes of words that fulfill certain grammatical or discourse functions, studies of diachronic changes in the overall lexical complexity of academic discourse remain surprisingly scant. Building on the

How to Rewrite



Tone: Objective

- In this context, if we can add hydrogen to help turn carbondioxide into valuable products. e.g. gasoline, we believe itwould probably help to solve the difficult problem we face. We mean it is still very difficult to find a good way to store the global-warming gas, carbon dioxide

speech writing everyday

- In this context. the chemical conversion of carbon dioxide (CO_2) into value-added products with the assistance ofhydrogen (H_2) would represent a promising solution to the storage ofrenewable energy. (published version)

nominalization academic writing



Form: Concise

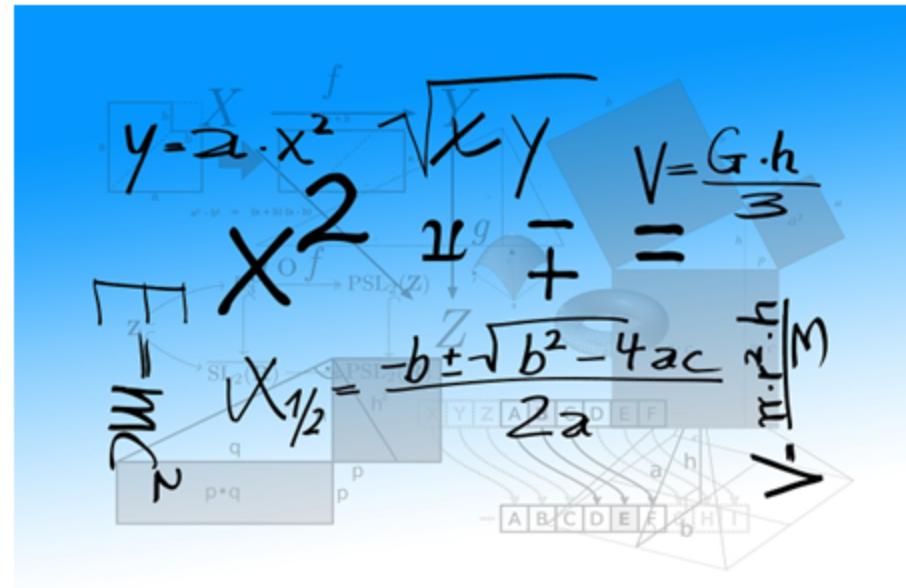
- The chemical process lasted for 150 hours. In such a long process, the catalyst did not fail to function at a significant dioxide by adding level. The process of converting carbon by adding hydrogen to it performed much better than using other approaches before. In our work, a pellet catalyst with internal gas recycling was used. Therefore, C₅₊ hydrocarbons were efficiently obtained by adding hydrogen to CO₂.(65 words)
- There was no obvious catalyst deactivation over 150 hours, and a much better performance for CO₂ hydrogenation to C₅₊ hydrocarbons was observed using a pellet catalyst with internal gas recycling. (30 words)

How to Rewrite



Complex calculation!

Complex evaluation!



How to Rewrite



How to Rewrite



There are no solutions;
there are only trade-offs.

Thomas Sowell

How to Rewrite



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such as academic writing is regarded as more complex than spoken discourse to some extent, for its has longer sentences, a greater use of subordination, and long, and complex noun phrases (O'Donnell 1974).

1.1 Characterizing complexity in academic writing.

Syntactic complexity has been an increasingly extensive interest of researchers in many subfields (Biber 2020; Tove 2020) especially in second-language acquisition (SLA) and English for academic purpose (EAP), which has also been considered as an important construct in second-language writing because a learner's development in syntactic complexity is an integral part and a reliable indicator of one's overall development in the target language. Syntactic complexity is generally manifest in terms of "the range and the sophistication of grammatical resources exhibited in language production" (Ortega 2015, p. 82). But there are many disagreements concerning the structural locus



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more difficult to comprehend due to the higher cognitive burden.

The changing trend of conventionalization in academic writing is also inseparable from the socio-historical influence. Bazerman (1984, 1988), Berkenkotter and Huckin (1995), and Dear (1985) investigated the emergence of early modern scientific arguments in the first English scientific journal *The Philosophical Transactions of the Royal Society* over the time period of 1665-1800, and illustrated how the social structure could cause and shape the rhetorical evolution of scientific writing. Similarly, targeting the same journal during 1675-1975, Atkinson (1999) ~~这段你一点也没有写出来他是个 gap, 人家一读这段都觉得是个很 established 的结论。一定要强调一下他提出的是 Hypothesis, 从来没有从 empirical 的角度, 从没有一丁点数据支撑,~~ revealed how academic writing shifted from a “narratively” expert-centered discourse to a more “community-generated” research reports. He emphasized that such shift may lead to authors’ increasing yearning for publishing obedience to social conventions of their scientific communities, reflected in the



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ascertain the trend and strength of diachronic changes. Our findings about diachronic changes of lexical complexity during 1929–2019 accord with the overall changing trends in academic writings in terms of condensation-compression and conventionalization. Our study also sees the growing compression from lexical density level, as well as the growing difficulty of comprehension with the significant rise of lexical sophistication. Our study adds to the diachronic lexical research in academic writing and may have useful



Whom to Rewrite

Over the past decades, an ample amount of diachronic research has been conducted in exploring language evolution in English for Academic Purposes (EAP) writing. Leech et al.'s groundbreaking research (2009) used a one-million-word diachronic corpora known as Brown Family to systematically look into various grammatical measures, which established building up the solid methodological basis for the following diachronic researchers. Despite this long-established trending focus (Biber, 2013), many studies mainly took



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Research paper

To arrive where you are: A metaphorical analysis of teacher identity change in EAP reform



Yuan Gao, Yaqiong Cui*

Department of Foreign Languages, University of Chinese

HIGHLIGHTS

- Incorporating metaphorical analysis to explore
- Adopting a bottom-up approach to give voice
- Highlighting the dynamic but coherent nature
- Bearing implications for policy makers, teach

-----原始邮件-----

发件人：“崔雅琼” <cuiyaqiong@ucas.ac.cn>

发送时间：2021-03-25 18:47:31 (星期四)

收件人：“高原” <gaoyuan@ucas.ac.cn>

抄送：

主题：Re: Re: Re: TATE revision

高老师，

您才是真的高效～只有佩服～



Whom to Rewrite



Research paper

To arrive where you are:
change in EAP reform

Yuan Gao, Yaqiong Cui*

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- Incorporating metaphorical analysis to explore
- Adopting a bottom-up approach to give voice
- Highlighting the dynamic but coherent nature
- Bearing implications for policy makers, teach

-----Original Messages-----

From: "高原" <gaoyuan@ucas.ac.cn>
Sent Time: 2021-03-25 14:01:33 (Thursday)
To: "崔雅琼" <cuiyaqiong@ucas.ac.cn>
Cc:
Subject: Re: Re: TATE revision

雅琼，你好！

你好高效~~

-----原始邮件-----

发件人: "崔雅琼" <cuiyaqiong@ucas.ac.cn>
发送时间: 2021-03-25 18:47:31 (星期四)
收件人: "高原" <gaoyuan@ucas.ac.cn>
抄送:
主题: Re: Re: Re: TATE revision

高老师，

您才是真的高效~只有佩服~



4. 研究方法

4.1 研究对象

两位大学英语教师自愿参加了本研究，她们来自北京一所研究型大学，该校以“科教融合”为办学理念，对于学术英语教学有着很高需求，支持学术英语的[教学改革](#)。一位受访者是[院系教研室管理者](#)，一位是普通教师。考虑到她们的工作特点，本研究分别称其为管莉（谐音“管理”）和焦媛（谐音“教员”）。管莉和焦媛在性别（女）、学历（硕士）、职称（副教授）、年龄（45-50岁）和教龄（20年以上）方面比较一致，具有可比性。两人[课堂教学](#)的学生评价一向较高，均表现出很好的需求意识，即能够充分了解作为未来科研人员的学生群体的学习需求，并因此对学术英语教学改革采取积极态度。她们所在的学术英语教学改革团队共有近二十名成员，旨在完成硕士英语教学由通用英语向学术英语在该校的全面转型，并随着改革的推进逐步完成教材编写、教材试讲、硕士群体的全面覆盖、和[慕课制作](#)等工作。由于团队成员对于学术英语的理论认识和实践经验严重不足，在教学改革过程中普遍面临着身份重建和情感劳动的巨大压力。两位老师同时加入硕士学术英语的改革团队，同时开始学术英语的教材编写工作，并同时进行了教材试讲。管莉是改革团队的负责人，焦媛是团队成员。[【最好能对其教育理念、工作态度做些介绍。作为质性研究，目前对研究对象的介绍笔墨太少了。】](#)

4.2 数据收集



Cui, Yaqiong

要不要提一下她是学术英语教学的一位项目负责人？负责哪些工作什么的。目前感觉着重介绍了二位的可比性，但没有说明其工作职责上的差异性，也许这样比较能突出二者在情绪劳动上的差别？



Microsoft Office 用户

这太简单了。建议表述为：两位大学英语教师自愿参加了本研究。一位是高校（还是院系？）管理者，一位是普通教师。考虑到她们的工作特点，本研究分别称其为管莉（谐音“管理”）和焦媛（谐音“教员”）。



Cui, Yaqiong

建议这句和前面的描述合并一下？然后这里写一句评论性语言，比如，正是二者工作性质、工作内容和职责范围的差异，使得二者在工作中产生了不同的情绪劳动。



Whom to Rewrite

📁 2021 emotional labor	2021/8/25 6:50	文件夹	
📁 20210210_情绪劳动	2022/8/25 18:58	文件夹	
📁 0428 外语教育研究前沿“面对面”(1)	2022/4/27 11:07	Microsoft PowerPoi...	2,410 KB
📁 0428 外语教育研究前沿“面对面”	2022/4/26 17:11	Microsoft PowerPoi...	2,409 KB
📝 992963d98adb56b596a67614c8e8044b	2022/5/1 11:37	Microsoft Edge PD...	1,945 KB
📄 20210111回教学改革中的情感劳动：两名英语...	2021/1/11 21:23	Microsoft Word 文档	22 KB
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📄 20210618-修改稿-英语教师在教学改革中情绪...	2021/6/18 6:50	Microsoft Word 文档	22 KB



Reading maketh a full man;
conference a ready man; and
writing an exact man.

~ Francis Bacon



1561年1月22日—1626年4月9日

AZ QUOTES



Whom to Rewrite



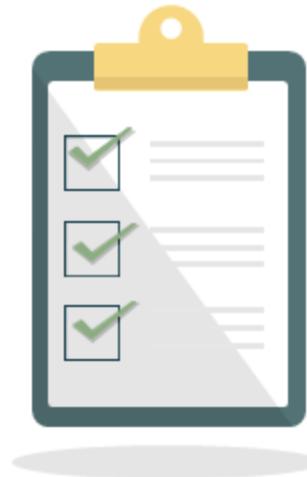


Whom to Rewrite



Summary

- What to rewrite
- How to rewrite
- With whom to rewrite



Thanks for your attention.

Tao Chen

