

Professor Guangwei Hu



Plenary title: What surprises academic writers: A diachronic perspective

The past decade has witnessed a burgeoning interest in examining academic discourse from a diachronic perspective. Studies have been conducted to investigate how various language features in general and metadiscourse in particular have changed over time. This growing body of research has provided strong evidence of how academic discourse has evolved shifting conventions to respond to major developments in the larger academic and social contexts, such as the changing nature of academic publishing, the expanding readership of scholarly publications, the prevalence of institutional appraisal systems, and new research practices.

One problem in extant diachronic studies, however, is that linguistic features of interest were often examined at an aggregate level; consequently, more subtle patterns of use were obscured. Take attitude markers for example. It is not clear whether observed shifts in the aggregated frequencies of attitude markers are true of different types of attitude or only some of them. Nor is it clear how the expression of a particular type of attitude interacts with other metadiscourse resources. To investigate these issues has the potential to shed light on more subtle diachronic changes to academic discourse and knowledge-making practices. This presentation reports on a corpus-based study that set out to address questions of this nature by drawing on frame semantics and integrating conceptually related information into a more fine-grained analytical framework. The study examined the linguistic expressions of surprise in applied linguistics research articles across a span of 30 years to understand how surprise as a knowledge emotion partakes in the construction of scientific knowledge.

Workshop title: Publishing LSP research in academic journals: Processes, practices, and strategies

Academics around the world, especially junior ones, are under increasing pressure not only to publish but also to publish their research in high-impact journals. This interactive workshop is intended to help junior academics become familiar with the common editorial processes involved in publishing their work in refereed journals. Drawing on my experience as an author, a reviewer for many academic journals, and co-editor of *Journal of English for Academic Purposes*, I share practices and strategies that have worked for me in my efforts to publish. Some of the topics to be covered include finding the right journal, finding a niche, qualities that editors and reviewers look for in a paper, pitfalls to avoid, and responding to editors and reviewers.

Bio of the speaker:

Guangwei Hu is Professor of Language and Literacy Education in the Department of English, The Hong Kong Polytechnic University. His research interests include academic discourse, English for specific purposes, English for academic purposes, and second language writing. He has published extensively on these and other areas in refereed journals and edited volumes. He is co-editor of *Journal of English for Academic Purposes* and serves on the editorial boards for several other academic journals including *English for Specific Purposes, Publications*, and *Journal of English for Research Publication Purposes*.