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***Metadiscourse***

***Exploring***

***Interaction In***

***Writing Ken Hyland***

*First released in 2005,*

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*Ken Hyland's  
Metadiscourse has become  
a canonical account of  
how language is used in  
written communication.  
'Metadiscourse' is  
defined as the ways that*

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*writers reflect on their texts to refer to themselves, their readers or the text itself. It is a key resource in language as it allows the writer to*

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*engage with readers in familiar and expected ways and as such it is an important tool for students of academic writing in both the L1 and L2 context. This*

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*book achieves for main goals: - to provide an accessible introduction to metadiscourse, discussing its role and importance in written communication and*

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*reviewing current  
thinking on the topic -  
to explore examples of  
metadiscourse in a range  
of texts from business,  
academic, journalistic,  
and student writing - to*

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*offer a new theory of metadiscourse - to show the relevance of this theory to students, academics and language teachers The book shows how writers use the*

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*devices of metadiscourse  
to adjust the level of  
personality in their  
texts, to offer a  
representation of  
themselves and their  
arguments. It shows how*

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*these tools help the  
reader organise,  
interpret and evaluate  
the information  
presented in the text.  
Knowing how to identify  
metadiscourse as a*

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*reader is a key skill to  
be learnt by students of  
discourse analysis and  
this book makes this a  
central goal.*

*This volume brings  
together a set of ten*

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*IELTS-related research studies - four on Speaking and six on Writing - conducted between 1995 and 2001. The ten studies were funded under the*

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*auspices of the British  
Council/IELTS Australia  
Joint-funded Research  
Program which promotes  
research activity among  
IELTS test stakeholders  
around the world.*

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*Findings from the studies provided valuable evidence on the validity, reliability, impact and practicality of the IELTS test; they were also instrumental*

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*in highlighting aspects  
needing attention, and  
so directly informed the  
revised design and  
implementation of the  
IELTS Speaking and  
Writing Modules*

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*introduced in 2001 and  
2005. The volume reviews  
and comments on the  
specific contribution of  
each study to the  
ongoing process of IELTS  
speaking and writing*

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*test development; it  
also evaluates the range  
of research  
methodologies used in  
the projects and  
discusses their  
usefulness for*

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*researchers working in  
the broader field of  
performance assessment.  
Now reissued and  
retypeset, this  
canonical book explores  
the role of language and*

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*images in newspaper,  
radio, online and  
television news. The  
authors introduce useful  
frameworks for analysing  
language, image and the  
interaction between the*

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*two, and illustrate  
these with authentic  
news stories from around  
the English-speaking  
world, ranging from the  
Oktoberfest to  
environmental disasters*

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*to the killing of Osama bin Laden. This analysis persuasively illustrates how events are retold in the news and made 'newsworthy' through both language and image.*

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*This clearly written and accessible introduction to news discourse is essential reading for students, lecturers and researchers in linguistics, media and*

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*journalism studies and  
semiotics.*

*Bridges the gap between  
the fields of second  
language acquisition  
(SLA) and second and  
foreign language (L2)*

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*writing. This title  
intends to advance our  
understanding of written  
language learning by  
collecting theoretical  
meta-reflections and  
empirical studies that*

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*shed light on two  
crucial dimensions of  
the theory and research  
in the field  
Discourse Analysis  
The Bloomsbury Handbook  
of Discourse Analysis*

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*Metadiscourse*

*An Introduction*

*Disciplinary Discourses*

*Teaching and Researching  
Writing*

*This book provides an accessible  
introduction to metadiscourse,*

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*discussing its role and importance in written communication. It explores examples from a wide range of texts from business, journalism, academia and student writing to present a new theory of metadiscourse. The final section of*

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*the book explores the importance of metadiscourse for teachers and students, and details its practical advantages and applications in the writing class. Accessibly written and packed with examples, Metadiscourse is an essential*

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*introduction for students of  
applied linguistics, language  
teachers and academics.*

*The relationship of supervisor to  
student has traditionally been  
seen as one of apprenticeship, in  
which much learning is tacit, with*

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*the expectation that the student will become much like the tutor. The changing demographics of higher education in conjunction with imperatives of greater accountability and support for research students have rendered*

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*this scenario both less likely and less desirable and unfortunately many supervisors are challenged by the task of guiding non-native speaker students to completion. This handbook is the ideal guide for all supervisors working with*

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*undergraduate and postgraduate  
non-native speaker students  
writing a thesis or dissertation in  
English as it explicitly unpacks  
thesis writing, using language that  
is accessible to research  
supervisors from any discipline.*

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*Second language students not only need strategies for drafting and revising to write effectively, but also a clear understanding of genre so that they can appropriately structure their writing for various contexts. Over*

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*that last decade, increasing attention has been paid to the notion of genre and its central place in language teaching and learning. Genre and Second Language Writing enters into this important debate, providing an*

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*accessible introduction to current theory and research in the area of written genres-and applying these understandings to the practical concerns of today's EFL/ESL classroom. Each chapter includes discussion and review questions*

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*and small-scale practical research activities. Like the other texts in the popular Michigan Series on Teaching Multilingual Writers, this book will interest ESL teachers in training, teacher educators, current ESL instructors, and*

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*researchers and scholars in the area of ESL writing.*

*This book is about metadiscourse, the rhetorical acts used by authors as they talk with readers in order to guide rather than inform them and build solidarity. Metadiscourse*

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*in use is illustrated by a variety of written texts spanning the period from 500 B.C. to the present.*

*Perspectives from rhetoric, speech communication, linguistics, literature, philosophy, and psychology are used to begin*

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*building a theory of  
metadiscourse. The theory is  
tested with two empirical studies  
having practical classroom  
applications: a descriptive analysis  
of metadiscourse use in social  
studies school and non-school*

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*texts and an experimental study of  
the effects of metadiscourse on  
students' learning and attitudes.*

*Writing and Identity*

*Studies in Academic Discourse*

*Academic Writing*

*A Resource Book for Students*

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*A Handbook for Supervisors  
Metadiscourse in L1 and L2 English*

This third edition of *Teaching and Researching Writing* continues to build upon the previous editions' work of providing educators and practitioners in applied linguistics with a clearly written and complete guide to writing research and

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teaching. The text explores both theoretical and conceptual questions, grapples with key issues in the field today, and demonstrates the dynamic relationship between research and teaching methods and practice. This revised third edition has been reorganized to incorporate new topics, including discussions of technology,

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identity, and error correction, as well as new chapters to address the innovative directions the field has taken since the previous edition's publication. Boxes throughout, including "Concepts" and "Quotes", help to both reinforce readers' understanding of the topics covered by highlighting key ideas and figures in the

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field, while the updated glossary and resource sections allow readers to further investigate areas of interest. This updated edition of *Teaching and Researching Writing* is the ideal resource for language teachers, practitioners, and researchers to better understand and apply writing research theories, methods, and practices.

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First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

This book addresses an important aspect of how language is used in written communication: the ways that writers reflect on their texts to refer to themselves, their readers or the text itself. This is

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known as METADISCOURSE.

Metadiscourse is a key resource in language, as it allows the writer to engage with readers in familiar and expected ways. Writers use the devices of metadiscourse to adjust the level of personality in their texts, to offer a representation of themselves and their arguments. This helps

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the reader organise, interpret and evaluate the information presented in the text.

Metadiscourse is therefore crucial to successful communication. Knowing how to identify metadiscourse as a reader is a key skill to be learnt by students of discourse analysis. Learning how to use metadiscourse in writing is an important

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tool for students of academic writing in both the L1 and L2 context. This book has four main purposes: - to provide an accessible introduction to metadiscourse, discussing its role and importance in written communication and reviewing current thinking on the topic. - to explore examples of metadiscourse in a range of

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texts from business, academic, journalistic, and student writing - to offer a new theory of metadiscourse - to show the relevance of this theory to students, academics and language teachers.

Helping Doctoral Students Write offers a proven approach to effective doctoral writing. By treating research as writing and

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writing as research, the authors offer pedagogical strategies for doctoral supervisors that will assist the production of well-argued and lively dissertations. It is clear that many doctoral candidates find research writing complicated and difficult, but the advice they receive often glosses over the complexities of writing and/or

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locates the problem in the writer. Kamler and Thomson provide a highly effective framework for scholarly work that is located in personal, institutional and cultural contexts. The pedagogical approach developed in the book is based on the notion of writing as a social practice. This approach allows supervisors

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to think of doctoral writers as novices who need to learn new ways with words as they enter the discursive practices of scholarly communities. This involves learning sophisticated writing practices with specific sets of conventions and textual characteristics. The authors offer supervisors practical advice on helping

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with commonly encountered writing tasks such as the proposal, the journal abstract, the literature review and constructing the dissertation argument. The first edition of this book has helped many academics and thousands of research students produce better written material. Now fully updated the second edition includes: Examples

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from a broader range of academic disciplines A new chapter on writing from the thesis for peer reviewed journals More advice on reading and note taking, performance and conferences, Further information on developing a personal academic writing style, and Advice on the use of social media (blogs, tweets and

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wikis) to create trans-disciplinary and trans-national networks and conversations. Their discussion of the complexities of forming a scholarly identity is illustrated throughout by stories and writings of actual doctoral students. In conclusion, they present a persuasive and proven argument that universities must move away from simply

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auditing supervision to supporting the development of scholarly research communities. Any supervisor keen to help their students develop as academics will find the ideas and practical solutions presented in this book fascinating and insightful reading.

Studies in Applied Linguistics

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Persuasion in Specialised Discourses

The Bloomsbury Companion to Discourse  
Analysis

Metadiscourse in Written Genres:

Uncovering Textual and Interactional  
Aspects of Texts

IELTS Collected Papers

The Discoursal Construction of Identity in

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Academic Writing

Preaching is a relational act. This book explores the relationship between the preacher and the assembly as a spousal relationship. Written by a parish pastor with a doctorate in preaching and rooted in

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the Roman Catholic notion of the priest as bridegroom of the church, this work examines characteristics of the spousal relationship between husband and wife and then provides an analysis of the ministerial priesthood through this nuptial lens.

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This nuptial reflection on the ministerial priesthood is then applied to preaching. This book presents a nuptial hermeneutic or vision for preaching and the implications of this vision for the assembly, the preacher, the homily,

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and the homiletical method. The appendices include a one-page strategy for preaching summarizing the homiletical method, a rubric for homily evaluation by members of the assembly, and two sample homilies.

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Taking metadiscourse as their starting point, the articles in this book focus both on the interactive and cross-cultural aspects of written texts in varying genres. They compare and contrast rich data from an intriguing mixture of languages

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to substantially advance our understanding of the communicative nature of written texts.

There is a popular image of academic writing as obscure, convoluted and replete with jargon. Some academic writers conform to

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this image, while others transform it. Academic discourse is clearly influenced by many factors, conventions and motives. These essays, by internationally-noted researchers and theorists in the field, bring varied insights to bear on the

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question of what happens,  
linguistically and psychologically,  
when academics set out to report  
facts, explain phenomena, propound  
hypotheses, argue, persuade and  
rebut. The contributors look  
critically at the assumptions and

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principles underlying academic writing.

An engaging, advanced-level introduction to the emerging field of discourse studies of identity, with particular reference to academic contexts. **Disciplinary Identities** uses

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findings from corpus research to present fascinating insights into the relationship between author identity and disciplinarity in academic writing. Ken Hyland draws on a number of sources to explore how authors convey aspects of their

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identities within the constraints placed upon them by their disciplines' rhetorical conventions. He promotes corpus methods as important tools in identity research, demonstrating the effectiveness of keyword and collocation analysis in

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highlighting both the norms of a particular genre and an author's idiosyncratic choices. Also available separately as a paperback.

Critical Academic Writing and  
Multilingual Students  
English In A Global Context

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Social Interactions in Academic  
Writing

Perspectives on Academic Persian  
Second Language Writing  
Third Edition

This is the new edition of Discourse  
Analysis: An Introduction, an

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accessible and widely-used introduction to the analysis of discourse. In its 10 chapters the book examines different approaches to discourse, looking at discourse and society, discourse and pragmatics, discourse and genre, discourse and conversation, discourse grammar,

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corpus-based approaches to discourse and critical discourse analysis. The book includes the following features:

- A full companion website, featuring student and lecturer resources
- A new chapter on multimodal discourse analysis
- Chapter summaries outlining the key areas covered
- Updated

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examples drawn from film, television,  
the media and everyday life

-Explanations of technical terms in  
each chapter -Discussion tasks and  
data analysis projects at the end of  
each chapter -Student exercises and  
answer keys for each chapter-

Suggestions for further reading This

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engagingly written introduction to discourse analysis is essential for students encountering discourse analysis for the first time, whether at undergraduate or postgraduate level. It should be on every reading list. The pervasive phenomenon of metadiscourse – commentary on the

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ongoing discourse – is beginning to take its rightful place among the major topics of discourse studies. This book makes simultaneous contributions to the theory of metadiscourse, corpus-based methods of studying such phenomena, and our knowledge of metadiscourse use in written English.

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After comprehensively reviewing previous research, it introduces a more rigorous and empirical approach to metadiscourse studies. Ädel presents a new model of metadiscourse based on Jakobson's functions of language, and other conceptual tools, including explicit

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features for defining metadiscourse, a taxonomy of the functions it serves, and maps of the boundaries between it and related phenomena. A large-scale study of writing by L1 and L2 university students is presented, in which the L2 speakers' overuse of metadiscourse strongly marks them as lacking in

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communicative competence. This work is of interest both to linguists and to educators concerned with writing in English.

This book examines the ways in which the media represents language-related issues, but also how the media's use of language is central to the

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construction of what people think language is, could or ought to be like. The chapters examine issues of identity, gender, youth, citizenship, politics and ideology across a range of media, including television, radio, newspapers, magazines and the internet. The result is a multilingual

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survey of the construction of language in and by the media that will be essential reading for students and researchers of sociolinguistics or language and communication.

This book explores how academics publically evaluate each others' work. Focusing on blurbs, book reviews,

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review articles, and literature reviews, the international contributors to the volume show how writers manage to critically engage with others' ideas, argue their own viewpoints, and establish academic credibility.

Access, Regulation, Desire

Preaching as an Expression of

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Spousal Love

At the Interface of Corpus and  
Discourse

Cultural Differences in Academic  
Rhetoric

Academic Discourse

Talking with Readers

*This book examines the*

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*concept of persuasion in  
written texts for specialist  
audiences in the English and  
Czech languages. By  
exploring a corpus of  
academic research articles,  
corporate reports, religious*

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*sermons and user manuals  
the authors aim to reveal  
similarities and differences  
in rhetorical strategies  
across cultures and genres.  
They draw on Biber and  
Conrad's (2009) model for*

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*contextualising interaction  
in specialised discourses,  
Bell's (1997) framework for  
the analysis of participants  
roles, Swales' (1990) genre  
analysis approach for  
considering genre*

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*constraints and Hyland's  
(2005) metadiscourse model  
for investigating writer-  
reader interaction. The  
result is a book which will  
appeal to researchers and  
students in Discourse*

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*Studies, especially those with an interest in genre and rhetorical strategies. Originally published as The Continuum Companion to Discourse Analysis, this book is designed to be the*

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*essential one-volume  
resource for advanced  
students and academics.  
This companion offers a  
comprehensive and  
accessible reference  
resource to research in*

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*contemporary discourse studies. In 21 chapters written by leading figures in the field, the volume provides readers with an authoritative overview of key terms, methods and*

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*current research topics and directions. It offers both a survey of current research and gives more practical guidance for advanced study in the area. The volume covers all the most*

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*important issues, concepts, movements and approaches in the field and features a glossary of key terms in the area of discourse analysis. It is the complete resource for postgraduate students and*

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*researchers working within  
discourse studies, applied  
linguistics, TESOL and the  
social sciences.*

*Writing in the academy has  
assumed huge importance in  
recent years as countless*

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*students and academics  
around the world must now  
gain fluency in the  
conventions of academic  
writing in English to  
understand their disciplines,  
to establish their careers or*

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*to successfully navigate their learning. Professor Ken Hyland has been a contributor to the literature on this topic for over 20 years, with 26 books and over 200 chapters and*

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*articles. This work has had considerable influence in shaping the direction of the field and generating papers and PhD theses from researchers around the world. This is a topic which*

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*has found its time, as a central concept in applied linguistics, sociology of science, library studies, bibliometrics, and so on. This book brings together Ken Hyland's most*

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*influential and cited papers.  
These are organised  
thematically to provide both  
an introduction to the study  
of academic discourse and  
an overview of his  
contribution to the*

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*understanding of how academics construct themselves, their disciplines and knowledge through written texts. Several academic celebrities from the field provide a brief*

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*commentary on the papers  
and the book includes an  
overall reflection by the  
author on the impact of the  
papers and the direction of  
the field together with linear  
notes on the specific papers*

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*in each section. The volume not only includes some of Hyland's best chapters and journal articles but the thoughts of disciplinary luminaries on both the ideas in the book and the general*

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*state and direction of the field.*

*Why do engineers "report" while philosophers "argue" and biologists "describe"? In the Michigan Classics Edition of Disciplinary*

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*Discourses: Social Interactions in Academic Writing, Ken Hyland examines the relationships between the cultures of academic communities and their*

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*unique discourses. Drawing on discourse analysis, corpus linguistics, and the voices of professional insiders, Ken Hyland explores how academics use language to organize their*

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*professional lives, carry out intellectual tasks, and reach agreement on what will count as knowledge. In addition, Disciplinary Discourses presents a useful framework for*

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*understanding the interactions between writers and their readers in published academic writing. From this framework, Hyland provides practical teaching suggestions and*

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*points out opportunities for further research within the subject area. As issues of linguistic and rhetorical expression of disciplinary conventions are becoming more central to teachers,*

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*students, and researchers,  
the careful analysis and  
straightforward style of  
Disciplinary Discourses  
make it a remarkable asset.  
The Michigan Classics  
Edition features a new*

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*preface by the author and a  
new foreword by John M.  
Swales.*

*Academic Posters  
Individuality and Community  
in Academic Discourse  
Helping Doctoral Students*

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*Write*

*Representations, Identities,  
Ideologies*

*Narrative Interaction*

*News from the Interview*

*Society*

Critical Academic Writing and Multilingual

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Students is a guide for writing teachers who wish to embark on a journey toward increased critical awareness of the role they play, or potentially could play, in the lives of their students."--Jacket.

Telling stories in conversations is intricately interwoven with the interactive and local functions of story telling. Telling stories

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demands a certain kind of context and in itself establishes a particular interactive reality. Thus, narration is a specific kind of verbal interaction, governed by contextualizing devices, genre-specific cooperative regularities and corresponding verbal features. It plays an important role in institutional as well as in private modes of

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communication. The volume focuses on narration as a contextualized and contextualizing activity, which allocates specific structural tasks to the participants in the narrative process (narrator, co-narrator, listener). Thus, the research questions are oriented towards story telling under a functional and interactive perspective. The

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contributions analyze recordings of authentic narrations in different functions using different kinds of qualitative reconstructive methods. The data come from everyday as well as institutional settings and the languages covered are English, German, Greek, Hungarian, and Italian. Academic discourse is a rapidly growing

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area of study, attracting researchers and students from a diverse range of fields. This is partly due to the growing awareness that knowledge is socially constructed through language and partly because of the emerging dominance of English as the language of scholarship worldwide. Large numbers of students and researchers must now gain

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fluency in the conventions of English language academic discourses to understand their disciplines, establish their careers and to successfully navigate their learning. This accessible and readable book shows the nature and importance of academic discourses in the modern world, offering a clear description of the conventions of

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spoken and written academic discourse and the ways these construct both knowledge and disciplinary communities. This unique genre-based introduction to academic discourse will be essential reading for undergraduate and postgraduate students studying TESOL, applied linguistics, and English for Academic Purposes.

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This volume presents a cross-disciplinary analysis of academic poster presentations, taking into consideration the text and visuals that posters display depending on the discipline within which they are created. As the academic poster is a multimodal genre, different modal aspects have been taken into consideration when analysing it, a fact that

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has somehow complicated the genre analysis conducted, but has also stimulated the research work involved and, in the end, provided interesting results. The analysis carried out here has highlighted significant cross-disciplinary differences in terms of word count, portrait/landscape orientation and layout of posters, as well as discipline

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and subdiscipline-specific patterns for what concerns the use of textual interactive and interactional metadiscourse resources and visual interactive resources. The investigation has revealed what textual and visual metadiscourse resources are employed, where and why, and as a consequence, what textual and visual

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metadiscourse strategies should be adopted by poster authors depending on the practices and expectations of their academic community.

Review Genres in University Settings

The Essential Hyland

Disciplinary Identities

The Writing Scholar

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Genre and Second Language Writing  
Contextualized Frameworks

Student Writing presents an accessible and thought-provoking study of academic writing practices. Informed by 'composition' research

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from the US and 'academic literacies studies' from the UK, the book challenges current official discourse on writing as a 'skill'. Lillis argues for an approach which sees student writing as social

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practice. The book draws extensively on a three-year study with ten non-traditional students in higher education and their experience of academic writing. Using case study material - including

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literacy history interviews,  
extended discussions with  
students about their writing  
of discipline specific essays,  
and extracts from essays -  
Lillis identifies the following  
as three significant

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dimensions to academic  
writing: \* Access to higher  
education and to its language  
and literacy representational  
resources \* Regulation of  
meaning making in academic  
writing \* Desire for

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participation in higher education and for choices over ways of meaning in academic writing. Student Writing: access, regulation, desire raises questions about why academics write as they

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do, who benefits from such writing, which meanings are valued and how, on what terms 'outsiders' get to be 'insiders' and at what costs. The first book length treatment of signalling nouns

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in academic English that combines discourse and corpus-based approaches. This volume reflects the emerging interest in cross-disciplinary variation in both spoken and written academic

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English, exploring the conventions and modes of persuasion characteristic of different disciplines and which help define academic inquiry. This collection brings together chapters by applied

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linguists and EAP practitioners from seven different countries. The authors draw on various specialised spoken and written corpora to illustrate the notion of variation and to

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explore the concept of discipline and the different methodologies they use to investigate these corpora. The book also seeks to make explicit the valuable links that can be made between

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research into academic  
speech and writing as text, as  
process, and as social  
practice.

Academic writing is rhetorical  
and culturally conditioned.

What in one culture appears

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as effective and proper, can in a new cultural context look like chaotic writing and sloppy thinking. To discover the ways in which such impressions are made, we need careful textual analysis

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of academic writing in  
different cultural contexts.  
This book takes a  
textlinguistic approach and  
contrasts academic journal  
articles in a large and  
dominant culture (Anglo-

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American), a small and peripheral one (Finnish), and the intercultural products of the small culture members writing in the dominant language (Finns in English). The results indicate that

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academics do have culture-specific writing styles, and that textlinguistic tools are crucial if we want to expand our understanding of written communication.

Academic Discourse Across

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Disciplines

Signalling Nouns in Academic  
English

Learning-to-write and Writing-  
to-learn in an Additional  
Language

Research in Speaking and

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Writing Assessment

The Navy Chaplain

News Discourse

Writing is not just about conveying

'content' but also about the

representation of self. (One of the

reasons people find writing difficult is

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that they do not feel comfortable with the 'me' they are portraying in their writing. Academic writing in particular often poses a conflict of identity for students in higher education, because the 'self' which is inscribed in academic discourse feels alien to them.) The main claim of this book is that writing is an

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act of identity in which people align themselves with socio-culturally shaped subject positions, and thereby play their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interests which they embody. The first part of the book reviews recent understandings of

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social identity, of the discoursal construction of identity, of literacy and identity, and of issues of identity in research on academic writing. The main part of the book is based on a collaborative research project about writing and identity with mature-age students, providing: - a case study of

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one writer's dilemmas over the presentation of self;- a discussion of the way in which writers' life histories shape their presentation of self in writing;- an interview-based study of issues of ownership, and of accommodation and resistance to conventions for the presentation of self;- linguistic analysis

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of the ways in which multiple, often contradictory, interests, values, beliefs and practices are inscribed in discourse conventions, which set up a range of possibilities for self-hood for writers. The book ends with implications of the study for research on writing and identity, and for the learning and teaching of

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academic writing. The book will be of interest to students and researchers in the fields of social identity, literacy, discourse analysis, rhetoric and composition studies, and to all those concerned to understand what is involved in academic writing in order to provide wider access to higher

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education.

This book focuses on the idea of Academic Persian in the growing competition of many Middle Eastern languages to produce and highlight their academic discourse. Similar to academic English, most West Asian languages including Persian, Turkish,

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and Arabic are developing new styles and genres to produce academic texts. The book addresses a major question: "What is academic Persian?" Intended for researchers, experts, analysts, policy-makers, and students in Persian, Iranian studies, and Islamic studies, as well as Near Eastern languages and

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Middle Eastern cultures and languages, the book includes numerous technical contributions on the emerging markets involving west Asian languages. Since indexing, abstracting, crawling, metrics, citations, and visibility are becoming hot issues for academics, service providers (e.g., publishers) and policy-makers

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(e.g., university heads), a knowledge of academic Persian will help readers to grasp what Persian, and other similar languages, require in academic markets.

Provides an accessible, comprehensive and practical introduction to current theory and research in second

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language writing and their classroom applications.

An essential reference to contemporary discourse studies, this handbook offers a rigorous and systematic overview of the field, covering the key methods, research topics and new directions.

Fully updated and revised throughout to

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take account of developments over the last decade, in particular the innovations in digital communication and new media, this second edition features: · New coverage of the discourse of media, multimedia, social media, politeness, ageing and English as lingua franca · Updated coverage

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across all chapters, including  
conversation analysis, spoken  
discourse, news discourse, intercultural  
communication, computer mediated  
communication and identity · An  
expanded glossary of key terms  
Identifying and describing the central  
concepts and theories associated with

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discourse and its main branches of study, The Bloomsbury Handbook of Discourse Analysis makes a sustained and compelling argument concerning the nature and influence of discourse and is an essential resource for anyone interested in the field.

Analysing Academic Writing

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A Textlinguistic Study

Academic Evaluation

The Voice of the Bridegroom

Pragmatics and Discourse

Language in the Media

Contemporary research into  
written academic discourse  
has become increasingly

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polarised between two approaches: corpus linguistics and discourse analysis. This volume presents a selection of recent work by experts in academic written discourse, and illustrates how corpus

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linguistics and discourse analysis can work as complementary approaches. The overall introduction sets the volume against the backdrop of current work in English for Academic Purposes, and introductions

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to the each section draw out connections between the chapters and put them into context. The contributors are experts in the field and they cover both novice and expert examples of EAP. The book ends with an afterword

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that provides an agenda-setting closing perspective on the future of EAP research. It will appeal to reserachers and postgrduates in applied linguistics, corpus linguistics, discourse analysis and EAP.

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This volume covers the writing not only of native speakers of the language in which they are being taught, but also that of those to whom the language of pedagogy is secondary. Australian editors.

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Pedagogies for supervision  
Student Writing  
Metadiscourse as Rhetorical  
Act