Concepts and research methodologies in academic writing: corpus-linguistic and cultural approaches

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1. Concepts of and in Academic English

Academic English esp. Writing

English for Academic Purposes (EAP)

Theoretical basis: Swales to Hyland

= initiation into the culture and practices of various ‘discourse communities’ (Swales 1990).

From a social constructionist point of view, ‘writing is always a personal and socio-cultural act of identity whereby writers both signal their membership in a range of communities, as well as express their own creative presence’ (Hyland 2006: 35).

3 levels of communities:
undergraduate
graduate
postdoc
Discourses in Academic English

- research discourse
- instructional discourse
- popular discourse
- student discourse
EAP: the Genre Approach

**research “output”**
- research article
  - book reviews
  - project proposals
- conference presentations

**science “journalism”**
- popular science articles
  - popular blogs (David Crystal)
  - popular science films (Horizon)
- popular science books

**teacher “talk”/ e-learning**
- ppt presentations
  - lectures
  - student presentations
- textbooks
  - Wikis
  - www pages

**student “literary”**
- fieldwork notes / essays
- thesis
- seminar presentations
Three levels of academic writing / EAP

**Student EAP: "digesting" research**
incl. independent search for appropriate information, its critical evaluation and media-specific presentation
prototype genre: essay (1-5,000 words)

**Doctoral EAP: "developing" research**
national?
incl. a long-term independent research agenda and presentation of result of a sophisticated innovative project
with subject-specific conventions (MLA, ASA/APA)
prototype genre: PhD thesis (50,000- words?)

**Research EAP: participating in research discourse**
international
incl. peer-review procedures and the corresponding discourse with subject- and journal-specific conventions
prototype genre: research article (5,000-20,000 words)
Academic writing in non-native settings

the cross-cultural approach
argues that cultural expectations associated with academic English may be at odds with the expectations based on native cultures
e.g. contrastive rhetoric (Y. Kachru 1983a)

the pragmatic/functional approach
highlights the ways in which interpersonal meanings are expressed
describes such linguistic resources as "evaluation" (Hunston/Thompson 2000), "appraisal" (Martin/White 2005), "stance" (Biber/Finnegan 1989; Hyland 1999)
"In the twentieth century, "culture" emerged as a concept central to anthropology, encompassing all human phenomena that are not purely results of human genetics. Specifically, the term "culture" in American anthropology had two meanings: (1) the evolved human capacity to classify and represent experiences with symbols, and to act imaginatively and creatively; and (2) the distinct ways that people living in different parts of the world classified and represented their experiences, and acted creatively."


i.e. "national", "subnational", "discipline-specific" in Academia
People: the product of human culture

Culture: the product of human interaction
2. Examples of Academic Writing

African:

ICE-EA = Tanzania / Kenya

Nordic Journal of African Studies (Helsinki)

European:

ChemCorpus

ERASMUS students from Turkey at Chemnitz
Another social scientist, V. Gordon Childe defined civilization as being the city. He coined the term, "urban revolution" to characterise the achievement of civilization. To him, terms "civilization" and "urban revolution" are equivalent. He stated that the urban revolution was the culmination of a process of progressive change in economic structure and social organization; the city was the "resultant and symbol" of this revolution. He cited ancient Mesopotamia as having had a parallel and direct link between development of cities and civilization. Among the qualities of civilization according to Childe include a stratified social structure, a highly differentiated occupational hierarchy, a well defined political structure, and integration as being fostered through a state ideology which reaffirm the basic unity of the society. He contented that "city" and "civilization" have all these characteristics and hence are the same and one.

R1-6 = reference to theme/topic
approach: information management (theme)
Prospective Commitment in African Literature

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ABSTRACT

African literature’s close, even organic link with the society that generates it settles a pathfinder role on that literature: Africa goes where its literature takes it. This fact does not seem to have been the object of enough awareness on the part of the writers themselves as they have tended to construe their role mainly in terms of rescuing their past from oblivion and/or denigration. And yet a more urgent mission awaits them: that of providers of constructive alternatives susceptible not only of cleansing the continent’s image but even more importantly of moving the society forward in the right direction. Retrospection in the service of prospection ought to be the new creative order.

Keywords: Pilgrimage, Prospection, Retrospection, School

1. INTRODUCTION
Imagine you have attended a presentation about an issue which really attracts your attention and is completely related to your field on which you are specializing.

As seen in the example simply illustrated above, structuring an oral presentation needs a structured organization and some visual supports to make the topic more effective. Just like the organization of a research paper or an article, an oral presentation also has the introduction, the body and the conclusion parts. In order to prepare a well-structured presentation, presenter should elaborate on each part equally and make transitions between these parts.

(TEAP TR 081002-1)
Many of verbal can we control, if we are good prepared. A problem is, how a presentation in practice do. (TEAP EE 081003-1)
Is body language so powerful communicator, which can make or break our image? Is it true that non-verbal language shows better our feelings, attitudes, moods? Or is there any kind of body language that we should avoid if we want to be well understood?

When we come in contact with other people, we always communicate not only by using spoken words, but as I found out mostly in non-verbal way by using our body, face, tone of voice. Reading through internet sources I was very impressed to get to know that "a significant amount of communication occurs through body language. Though we can't see our own, everyone else does. If you're saying one thing and thinking another, your body language may well give you away." (Gerri King).

In order to explore my topic and try to answer my research question I used mainly internet sites, where I found different articles, which gave me better understanding of my topic. And even though I was not able to fully answer my research question, because the fact that this topic is very wide and consists of many different aspects I narrowed my subject in this term paper.
3. Functions and Forms

A clear analysis of the form - function relationship is the basis for corpus-linguistic studies since corpus-analysis tools (AntConc) are based on form.
Linguistic Features: function -> form

**research articles**
- novelty & -> lit. review - >evaluation, boosters
- stance & -> hedging
- complexity: ontology hyponyms

**instruction**
- macro-/ micro-structuring
- meta-discourse
  - interpersonal
  - attitudinal
  (compare MI CASE)

**science journalism**
- metaphors
- multimedia text/ image/ sound

**student papers**
- argumentation structure
- coherence -> cohesion
Function: hedging complex, gradient, culture-specific

more than 60 'hedges and related phenomena', including sort of, kind of, rather, basically, very, often, almost, as it were, in one sense, a regular, so to say, in name only, really, pseudo-, etc.

Brown/Levinson (1987: 145) "a particle, word or phrase that modifies the degree of membership of a predicate or a noun phrase in a set; it says of that membership that it is partial or true only in certain respects, or that it is more true and complete than perhaps might be expected".

Ventola/Mauranen (1990): Finns writing in English showed the tendency to stick to a few 'safe' expressions of epistemic modality, had less variation in the expressions than did native speakers of English, i.e. they did not behave in a native-like manner

->def.: hedging = down-(up)-scaling author commitment (stance)
4. Methodologies of Annotation and Analysis

functional approaches by Halliday

style pattern approaches from Kaplan to Biber

norms and critical discourses:
  from Quirk / Kachru to Fairclough and Phillipson
**Student EAP 4: Definition of bilingualism**

(ICE Tanzania) + or – New?

**Bilingualism** is an ability of individual of using *more than one language* correctly (G). In this situation individual could use more than one language interchangeably and appropriately (N+). This means one could use language according to the context (N+?). In bilingualism there are four [1-4?] things which should be _borne_ in mind and this is [1] degree of understanding and mastering languages (N+?). That is [2] to what extent individuals know both language (N+). [3] one who is bilingualist in both English and Kiswahili how far / to what extent he knows both language and he masters them in the normal conversation (N+). (Forexample) [3] one who is bilingualist in both English and Kiswahili how far / to what extent he knows both language and he masters them in the normal conversation (N+). Another thing is [4] _intervention_, that is how one could use language _with out_ any problem (N-/Rep). What is [5] the freedom and _opportunity_ one has when he use both language (N+). Interference (N-). How one could [6] _interf_ both (N+). That is [7] how he could change from one language to another with great confidence (N+). Function what are [8] the functions in which language may used (N+). A part from those _maintained_ characters which may help individuals to be _opportunist_ in using bilingual, the degree of being bilingualist differ from one individual to another _forinstance_ (N+). There are some people who have ability on both _writting_, listening reading and speaking, where some able to speak and to listen or to read and write respectively (N+). However those people are considered to be bilingualists (N-?/Rep). In short bilingualism is an individual capacity of using *more than one language* (N-?/Rep).

approach: functional (Halliday) elaboration of argumentation
Critical discourses

implications of "critical discourse" debates

the nuclear model (Quirk)
the polycentric model (Kachru)

the "linguicism" reproach =
using the language of different groups as defining criteria and as the basis for hierarchization (Skutnapp-Kangas/Phillipson 1994)

"gatekeeper" journal editors

→ corpus analysis qualitatively and quantitatively
5. Projects: Real language data

- Comparative ICE
- Nordic Journal Corpus: adjuncts = explicit coherence
- Chemnitz Corpus of student English
- SPACE Corpus
5.1 Comparative ICE (International Corpus of English)

a stratified corpus of English as a Native or Second Language:
500 text-types of 2000 words each

countries / cultures:
• East Africa (Kenya / Tanzania)
• Philippines
• Hong Kong
• South Africa?
• Cameroon??
• Nigeria??
• Jamaica
### Appendix 6: List of written texts from Tanzania (word count)

#### PRINTED

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Code Range</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informational: Learned</strong></td>
<td>Humanities</td>
<td>W2A001T – W2A010T</td>
<td>20.172</td>
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<td></td>
<td>Social Science</td>
<td>W2A011T – W2A020T</td>
<td>20.151</td>
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<td></td>
<td>Natural Science</td>
<td>W2A021T– W2A027T</td>
<td>20.114</td>
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<td>Technology/Agriculture/Environmental dev.</td>
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<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>80.585</td>
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<td>W2B021T – W2B24T</td>
<td>6.542</td>
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<td></td>
<td>Technology/Agriculture/Small Industry</td>
<td>W2B031T – W2B040T</td>
<td>20.065</td>
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<td></td>
<td>General</td>
<td>W2BGEN1T - W2BGEN8T</td>
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<td><strong>Total</strong></td>
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<td>80.752</td>
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<td><strong>Informational: Reportage</strong></td>
<td>Splash</td>
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<td>20.139</td>
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<td><strong>Total</strong></td>
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<td>40.157</td>
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<td><strong>Instructional</strong></td>
<td>Administrative/regulatory</td>
<td>W2D001T - W2D010T</td>
<td>20.120</td>
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<td></td>
<td><strong>Total</strong></td>
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<td>40.203</td>
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<td>Text-type</td>
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<td>---------</td>
<td>--------</td>
<td>-----------</td>
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<tr>
<td>Kenya</td>
<td>written</td>
<td>printed</td>
<td>private conversations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-printed</td>
<td>public/class lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dialogue</td>
<td>public/broadcast/discussions</td>
</tr>
<tr>
<td>Tansania</td>
<td>spoken</td>
<td>monologue</td>
<td>public/broadcast/interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>parliament/ debates</td>
<td>selected/broadcast/news</td>
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<tr>
<td></td>
<td></td>
<td>legal/cross-examinations</td>
<td>scripted/broadcast/talks</td>
</tr>
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</table>
Interclausal marking in the ICE-East Africa: Retrieval results in Comparison: Query: *and he*

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Examples</th>
<th>Functions &amp; Forms</th>
<th>Methodologies</th>
<th>Projects</th>
</tr>
</thead>
</table>

### Statistics

<table>
<thead>
<tr>
<th>Exact phrase hits for:</th>
<th>and he</th>
<th>281</th>
</tr>
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<td><strong>Relative Statistics</strong></td>
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<td></td>
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<tr>
<td>Domain</td>
<td>10%</td>
<td>20%</td>
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<tr>
<td>Kenya written</td>
<td><img src="chart" alt="Bar Chart" /></td>
<td>20.64%</td>
</tr>
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<td>Tanzania written</td>
<td><img src="chart" alt="Bar Chart" /></td>
<td>16.37%</td>
</tr>
<tr>
<td>Kenya spoken</td>
<td><img src="chart" alt="Bar Chart" /></td>
<td>51.96%</td>
</tr>
<tr>
<td>Tanzania spoken</td>
<td><img src="chart" alt="Bar Chart" /></td>
<td>11.03%</td>
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</tbody>
</table>

- **Texts that contained a hit (result texts):** 158
- **Number of all examined texts (total texts):** 953
5.2 African Research EAP
(Nordic Journal Corpus)

English as an Academic lingua franca mainly for African scholars
22 articles by African/Cameroonian scholars and Europeans (UK,SF) for comparison
= non-native, less strict gatekeeper

variables
• name
• first language?
• nation
• affiliation
• exposure?
• age?
NORDIC JOURNAL OF AFRICAN STUDIES - GENERAL INFORMATION

The Nordic Journal of African Studies is an interdisciplinary journal published by the Nordic Association of African Studies (NAAS). Its focus is on Africa, and, starting from the first issue of 2008, it publishes material primarily in the following interrelated fields:

- African language studies
- African literatures
- African cultural studies

Each article submitted for publication will be independently peer-reviewed before being selected for publication. The primary publication language of the NIAS is English, but articles in French and Swahili will also be published. Book reviews and news about ongoing research, workshops and conferences are also published.

The NIAS has appeared since 1992, initially with two issues per year, but from 2000 three numbers were printed annually. Starting from 2004, however, the journal became purely electronic, and since then the Web version has appeared four times per year.

One of the most notable developments in the journal in recent years has been the increasing number of contributions from Africa.

This publication has regularly received financial support on an annual basis from the Nordic Committee for the Publication of Periodicals in the Humanities and Social Sciences (NCP-HS).

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  University of Iceland, Iceland
- Talle, Aud
  University of Oslo, Norway
- Weiss, Holger
  University of Helsinki, Finland

Copyright restrictions
# Adjuncts in the NordicJournal Corpus

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<th>ClauseLink</th>
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<th>KE02h</th>
<th>TZ01h</th>
<th>TZ02h</th>
<th>CMall16</th>
<th>UK01h</th>
<th>mean22</th>
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<td>Firstly</td>
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<td>1</td>
<td>1</td>
<td>4</td>
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<td>1</td>
<td>1.5</td>
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<td>Secondly</td>
<td>4</td>
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<td>3</td>
<td>1</td>
<td>3</td>
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<td>1.3</td>
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<td>On the one hand</td>
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<td></td>
<td></td>
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<tr>
<td>On the other hand</td>
<td>6</td>
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<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Finally</td>
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<td></td>
<td>1</td>
<td></td>
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<td>2.4</td>
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<td>60</td>
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<td>10</td>
<td>16</td>
<td>14</td>
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<td>2</td>
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<td>8</td>
<td>6</td>
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<td>12.9</td>
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<td>Thus</td>
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<td>4</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>6.6</td>
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<tr>
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<td><strong>188</strong></td>
<td><strong>90</strong></td>
<td><strong>40</strong></td>
<td><strong>54</strong></td>
<td><strong>41</strong></td>
<td><strong>21</strong></td>
<td><strong>66.7</strong></td>
</tr>
<tr>
<td><strong>Sum conjuncts+adjuncts</strong></td>
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<td><strong>148</strong></td>
<td><strong>198</strong></td>
<td><strong>112</strong></td>
<td><strong>84</strong></td>
<td><strong>57</strong></td>
<td><strong>134.5</strong></td>
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</tbody>
</table>
5.3 Chemnitz Corpus of student English (ChemCorpus)

data collection in our own department (for BA theses and beyond)

written:
• MA theses
• BA theses
• MA final papers
new translation and essay-writing tests on-line?

oral:
• placement test interviews
• ppt presentations
• exam orals?
Hedging in German student writing: female > male in MA theses?
Table C5.1
Some differences between L1 and L2 student academic essays

- Different organizational preferences
- Different approaches to argument (justification, persuasive appeals, credibility)
- Different ways of incorporating material (use of quotes, paraphrase, allusion, unacknowledged borrowing, etc.)
- Different ways and extent of getting readers’ attention and orienting them to topic
- Different estimates of reader knowledge
- Different uses of cohesion and metadiscourse markers (used to organize text, e.g. however, but, next, finally, etc.
- Differences in how overt linguistic features are used (generally less subordination, passives, modifiers, lexical variety and specificity in L2 writing)
- Differences in objectivity (L2 texts often contain more generalizations and personal opinions)
- Differences in complexity of style


5.4 Specialised and Popular ACademic English (SPACE) Corpus

binary structure: 1) academic texts
  2) popular texts

parallel: text in 1) corresponds to complementary text in 2)

popular science publications (e.g. New Scientist) based on one current publication in an academic journal

comparable content for scientists and academic laypersons
## SPACE Corpus set-up

<table>
<thead>
<tr>
<th>subcorpus</th>
<th>descriptors</th>
<th>word count</th>
</tr>
</thead>
<tbody>
<tr>
<td>arXiv</td>
<td>physics, astrophysics, computer science, quantum mechanics</td>
<td>161.864</td>
</tr>
<tr>
<td>New Scientist – physics</td>
<td>physics, astrophysics, Computer science, quantum mechanics</td>
<td>40.694</td>
</tr>
<tr>
<td>Proceedings of the National Academy of Science (PNAS)</td>
<td>biochemistry, genetics, genetical engineering, microbiology</td>
<td>267.105</td>
</tr>
<tr>
<td>New Scientist - biosciences</td>
<td>biochemistry, genetics, genetical engineering, microbiology</td>
<td>30.499</td>
</tr>
<tr>
<td>Public Library of Science – Medicine (PLoS), New England Journal of Medicine, Journal of Clinical Investigation</td>
<td>medicine, virology, clinical psychology, public health</td>
<td>217.254</td>
</tr>
<tr>
<td>New Scientist – medicine</td>
<td>medicine, virology, clinical psychology, public health</td>
<td>17.050</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td><strong>734.466</strong></td>
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## SPACE differences in discipline cultures

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Examples</th>
<th>Functions &amp; Forms</th>
<th>Methodologies</th>
<th>Projects</th>
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<tr>
<td>SCIENCES</td>
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<td>HUMANITIES</td>
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<tr>
<td>HARDER</td>
<td>SOFTER</td>
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</tbody>
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- empirical and objective
- linear growth of knowledge
- experimental methods
- quantitative
- more concentrated readership
- highly structured genres

- explicitly interpretive
- dispersed knowledge
- discursive argument
- qualitative
- more varied audience
- more fluid discourses

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Figure 3.1 Continuum of academic knowledge (Hyland 2009, 63)
Interclausal marking in SPACE subdisciplines: Cumulated results for hard/soft sciences for experts and laypersons

<table>
<thead>
<tr>
<th>Because it</th>
<th>total</th>
<th>total because</th>
<th>totals ratio %</th>
<th>clause/ conj ratio</th>
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</tbody>
</table>

- Significant 2x2 differences
### 6. Conclusion: Applications

- **practical:** comparisons between national (discipline) cultures
  - develop a WWW data base: EAPworld?
- **theoretical:** compare usage preferences in EAP / Englishes to understand sequences of cognitive conceptualisation?
Survey English for Academic Purposes

1. Special features of this approach

1.1. A genre-based approach

1.2. A discourse-community approach

1.3. A functional-linguistic approach

2. A critical analysis of EAP texts

2.1. A critical analysis of student writing
   - EnglishMasterTheses

2.2. A critical analysis of academic writing: editorial review of a journal article

2.3. A critical analysis of academic writing: abstract for a conference presentation

2.4. A critical analysis of academic writing: abstract for a PhD thesis

2.5. A critical analysis of academic writing: a review article

Homework:
1) Correct and comment an abstract from this conference
   http://www.tu-chemnitz.de/phil/eurocastuden/swandel/europe/abstracts.php
2) Write a 2-page review of a linguistic book.

3. Language features of Academic Writing

3.1. Argumentation structure and information processing

3.2. Cohesion and coherence

3.3. Hedging and author involvement/commitment
Further reading


Hyland (2006)


Swales, John 1990

Options collaboration:

- student exchange
- summer school
- student internships
- PhD supervision (DAAD scholarships)
- joint projects