Functional Linguistic Approaches to Non-Native Academic Writing: Global Comparisons of Abstracts, Theses and (Journal) Articles

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1. Introduction
1.1 Why at ESSE? Messenger inspiration

The European English Messenger, 15.2 (2006)

The ‘Other’ English: Thoughts on EAP and Academic Writing
Ken Hyland, Institute of Education (London, UK)

In recent years members of university English departments have increasingly found themselves rubbing shoulders, and perhaps even sharing a corridor, with colleagues who have an altogether different take on English. While ostensibly focusing on the same object of study, conveniently collected under the label of ‘English’ and being essentially text-oriented, applied linguists and literature specialists inhabit different academic worlds. These ‘others’ operate nearer the social sciences end of the epistemological scale, working with more analytic and reductionist tools and less emphatically rejecting such ideas as universals, cumulative knowledge-making and the unmediated representation of the phenomenon under study. They have different conferences, to sketch how the reality is more complex. Certainly, efficiency-driven administrators have seized on EAP as a means of gaining Quality Assurance approval for student support regimes and as a way of attracting full-fee paying international students to compensate for shortfalls in government funding. Every self-respecting university now has a language centre of some kind and includes at least a few applied linguists among its members. But while EAP often tends to be a practical affair, focusing on local contexts and the needs of particular students, it is also a theoretically grounded and research informed enterprise. The communicative demands of the modern university, much like the modern workplace, involve far more than simply controlling linguistic error or polishing style. In fact, research, theory and experience

1.2 Why in Brno? Cooperation, e.g. in publications

1.3 Meanings of “global”

- macro-level, holistic, a bird’s eye view (in contrast to “local”)
- world-wide, similar discipline-specific conventions
- applies to several genres, like (research) articles, MA theses, conference abstracts
  - can be compared on a similar, sound empirical basis

1.4 Levels in writing

- macro- → meso- → micro-level
  - chapter/section → paragraph → sentence

writing as a process:
  - planning → writing/drafting → editing
  - “Don’t hand in your first draft!”
    - time: 20% 50% 30%

writing as a result (e.g. BA/MA thesis of 40+/60+ pages):
  - introduction → main body → conclusion
    - length: 20% 60% 20%

1.3 “Non-native” “academic” writing

- in academic writing nobody is native!
- even more:
  - native conventions may not be functional and
    - thus may be “expanded”, sub-rules “neglected”, “simplified”,
      - etc. without risking comprehensibility
        - (e.g. relative constructions, articles)
- “academic” = research-based
  - at least at “novice”/university level (C1?, MA?)
- NOT argumentative essay writing in practical language teaching/learning,
  - as in ICLE=International Corpus of Learner English

2. Key concepts

2.1 Discourses in science communication

- discourse community approach (Hyland 2006, 2012; Schmied 2011) =
  - a writer/speaker appeals to shared knowledge to create a community of discourse
    - incl. specific and general linguistic clues: of course, as we know from …
2.2 (Academic) Metadiscourse, Metalanguage

= language about language/discourse, i.e.
  information management/reader guidance beyond the plain proposition
  o academic writing in advanced language/lingua franca learning (MA)
  o textbooks for teaching:
    international (Swales/Feak 2012) and national (Siepmann et al. 2011, Hanney/Mackenzie 2017)

fields of study:
• “global text management”, argumentation structure
  IMRaD --> paragraphing --> cohesion (thus, conclude)
• “local” text management”,
  text cohesion --> cognitive coherence (first, then)
• writer - reader “interaction”, incl. address (you, we)
• writer commitment to the truth value/reliability …
  esp. hedging, (epistemic) modal aux/adv.
  (... may contribute, may be correct, ... arguably)
• occasionally boosting (certainly, in fact)

2.3 The Genre Approach

research “output”
  • research articles
  • book reviews
  • project proposals
  • conference abstracts
  • conference presentations

teacher “talk”/e-learning
  • ppt presentations
  • lectures
  • student presentations
  • textbooks
    - Wiki/Moodle/Google+
    - www pages (HTML, php)

science “journalism”
  • popular science articles
  • popular blogs (SDKrashen.com)
  • popular science films (Horizon)
  • popular science books
  • science slam

student “literacy”
  • fieldwork notes
  • essays (argumentative!)
  • MA/PhD/BA theses
  • seminar presentations
  "Novice Academic English"

daughter-specific
culture-specific

2.4 Functional Approaches: Functional Sentence Perspective (FSP)
2.4 Functional Approaches: Halliday/Matthiessen 2014 (SFG)

Martin (2011): 14

2.4 Functional Approaches: SFG Expansions by Martin

Rose (2014): 3

2.4 Functional Approaches: SFG Expansions by Rose

but written for Dutch users of English, for short argumentative texts!
2.5 Compatible stratified corpora (2004–)

<table>
<thead>
<tr>
<th>country</th>
<th>ChemCorpus</th>
<th>ChAcE Corpus</th>
<th>Africa</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Germany</td>
<td>China</td>
<td>South Africa</td>
<td>Cameroon</td>
</tr>
<tr>
<td>mainland</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>university-stratification</td>
<td>Chemnitz</td>
<td>+</td>
<td>Stellenbosch</td>
<td>Yaoundé</td>
</tr>
<tr>
<td>discipline-stratification</td>
<td>- (English)</td>
<td>- (English)</td>
<td>+</td>
<td>- (English)</td>
</tr>
<tr>
<td>BA theses</td>
<td>80 + 80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA theses</td>
<td>40 + 40</td>
<td>304</td>
<td>100?</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>120</td>
<td>1000</td>
</tr>
<tr>
<td>PhD theses</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other: term papers</td>
<td>100 + 100</td>
<td>(SYSU 50)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

In addition to reference, ellipsis, and lexical organization, conjunctions are 1 of 4 major ways of explicit cohesion (Halliday/Matthiessen 2014: 604)

“Conjunction is concerned with rhetorical transitions – transitions between whole ‘messages’, or even message complexes” (ibid: 608)

“…elaborating, extending and enhancing conjunctions mark relations between semantic domains, i.e. between text segments. These text segments are simultaneously ideational and interpersonal; they construe experience as meaning” (ibid: 611).

→ not the real “global perspective yet, but we can experiment …
### 3.1.2 Frequency of semantic conjunct classes in ChAcEMA vs. ChemCorpBA/MA

<table>
<thead>
<tr>
<th>conjunct type</th>
<th>ChAcEMA (total frequency)</th>
<th>ChAcEMA (per 1M)</th>
<th>ChemCorpBA (total frequency)</th>
<th>ChemCorpBA (per 1M)</th>
<th>ChemCorpMA (total frequency)</th>
<th>ChemCorpMA (per 1M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listing/enumerative</td>
<td>21090</td>
<td>4149</td>
<td>3275</td>
<td>5157</td>
<td>1772</td>
<td>3337</td>
</tr>
<tr>
<td>Listing/additive</td>
<td>17223</td>
<td>3388</td>
<td>3711</td>
<td>5175</td>
<td>2584</td>
<td>4867</td>
</tr>
<tr>
<td>Summative</td>
<td>797</td>
<td>156</td>
<td>268</td>
<td>372</td>
<td>233</td>
<td>438</td>
</tr>
<tr>
<td>Appositive</td>
<td>10508</td>
<td>2067</td>
<td>9580</td>
<td>13315</td>
<td>1275</td>
<td>2401</td>
</tr>
<tr>
<td>Resultative/inferential</td>
<td>27423</td>
<td>5395</td>
<td>3131</td>
<td>4351</td>
<td>2287</td>
<td>4307</td>
</tr>
<tr>
<td>Contrastive/concessive</td>
<td>16768</td>
<td>3299</td>
<td>4376</td>
<td>6062</td>
<td>2900</td>
<td>5462</td>
</tr>
<tr>
<td>Transitional</td>
<td>1516</td>
<td>298</td>
<td>216</td>
<td>300</td>
<td>152</td>
<td>286</td>
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<tr>
<td>TOTAL</td>
<td>95325</td>
<td>18756</td>
<td>24557</td>
<td>34132</td>
<td>11203</td>
<td>201103</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>13617</td>
<td>2679</td>
<td>3508</td>
<td>4876</td>
<td>1600</td>
<td>3014</td>
</tr>
</tbody>
</table>

### 3.1.3 Resultative/inferential conjuncts in ChAcEMA vs. ChemCorp

<table>
<thead>
<tr>
<th>conjunct</th>
<th>ChAcEMA (total frequency)</th>
<th>ChAcEMA (per 1M)</th>
<th>ChemCorpBA (total frequency)</th>
<th>ChemCorpBA (per 1M)</th>
<th>ChemCorpMA (total frequency)</th>
<th>ChemCorpMA (per 1M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(and) so</td>
<td>10660</td>
<td>2097</td>
<td>646</td>
<td>897</td>
<td>439</td>
<td>826</td>
</tr>
<tr>
<td>accordingly</td>
<td>327</td>
<td>64</td>
<td>43</td>
<td>59</td>
<td>48</td>
<td>90</td>
</tr>
<tr>
<td>as a result</td>
<td>708</td>
<td>139</td>
<td>70</td>
<td>97</td>
<td>51</td>
<td>96</td>
</tr>
<tr>
<td>consequently</td>
<td>356</td>
<td>70</td>
<td>173</td>
<td>240</td>
<td>111</td>
<td>209</td>
</tr>
<tr>
<td>for this reason</td>
<td>75</td>
<td>14</td>
<td>24</td>
<td>33</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>hence</td>
<td>700</td>
<td>137</td>
<td>229</td>
<td>318</td>
<td>162</td>
<td>305</td>
</tr>
<tr>
<td>in this case</td>
<td>235</td>
<td>46</td>
<td>89</td>
<td>123</td>
<td>69</td>
<td>129</td>
</tr>
<tr>
<td>in this respect</td>
<td>47</td>
<td>9</td>
<td>58</td>
<td>80</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>in this way</td>
<td>659</td>
<td>129</td>
<td>19</td>
<td>26</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>of course</td>
<td>408</td>
<td>80</td>
<td>111</td>
<td>154</td>
<td>65</td>
<td>122</td>
</tr>
<tr>
<td>so that</td>
<td>1066</td>
<td>209</td>
<td>86</td>
<td>119</td>
<td>39</td>
<td>73</td>
</tr>
<tr>
<td>then</td>
<td>4685</td>
<td>921</td>
<td>282</td>
<td>391</td>
<td>206</td>
<td>388</td>
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<tr>
<td>therefore</td>
<td>4229</td>
<td>832</td>
<td>747</td>
<td>1038</td>
<td>397</td>
<td>747</td>
</tr>
<tr>
<td>thus</td>
<td>3268</td>
<td>643</td>
<td>554</td>
<td>770</td>
<td>662</td>
<td>1246</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27423</td>
<td>5395</td>
<td>3131</td>
<td>4351</td>
<td>2287</td>
<td>4307</td>
</tr>
</tbody>
</table>

### 3.1.4 Conjuncts (enumerative) quantitative: ChemCorp vs. ChAcEMA

**Detailed data distribution not good for hard tests, so (courtesy M. Hofmann):**

- frequencies transformed into ranks (Shekin 2011)
- assumptions: gvlma (=Global Validation of Linear Models Assumptions; Peña & Slate 2006)
- Kruskal-Wallis test (non-parametric equivalent to ANOVA): $x^2 = 7.86$, df = 2, $p = 0.02$
- Dunn's posthoc test (incl. adjustment of p-values in multiple comparisons according to Holms (1979):
  - corpus $Z$ statistic $p$-value
    - ChemBA - ChAcEMA: 0.635304 (0.26)
    - ChemBA - ChAcEMA: -2.034776 (0.047)
    - ChemMA - ChAcEMA: -2.688280 (0.01)

### 3.1.5 Cohesive devices (linking, connectors, etc.)

- e.g. clause adverbials, characterised by $\cdots$

**coherence = extralinguistic factors contributing to the creation of texture (=implicit)**

**cohesion = linguistic means which create texture (=explicit)**

1. It is **unfortunately** not the case that knowledge of the mechanical
2. Unfortunately, an instantaneous comparison was not possible
3. Unfortunately, exact information on gene usage is unattainable
4. Unfortunately, one has no a priori way of predicting
5. Unfortunately, rather easily works.
6. Unfortunately, there are as yet no reliable calculations that
7. Unfortunately, our experience is confirmed by an equilibrium...
8. Unfortunately, the energy resolution of a perfect telescope is ...
9. ... technique to obtain black hole masses which, unfortunately, is impossible
10. Unfortunately, lack of information about the cosmic ...
11. Unfortunately, the complexity of each subspace also grows ... 
12. Unfortunately, these theories tell us practically nothing about ...
13. Unfortunately, there are very few analytic results available ...
14. Unfortunately, all recent experiments are, in principle, ...
15. Unfortunately, all those exciting recent experiments are ...
16. Unfortunately, these prior art solutions require cleaning experiments ...
17. Unfortunately, the Nil is incompatible since the constituent ...
18. Unfortunately, in many places, each information is getting harder ...
19. It's a good protective barrier, says Hildebrand, "unfortunately.
20. Unfortunately, because of the variety of plant distributions ...
In Functional Linguistics (from the Prague School to the Systemic Functional Grammar schools), theme (=topic, background, presupposition) and focus (=theme, new, comment) have been used to describe the argumentation, information management.

The theme may depend on the previous focus or a previous theme!
Research paradigm, global text structure:

**Introduction**

The trend towards revised IMRAD, adopted for English research (with prototypical phrases):

- **I** - issue, i.e.
  - new, i.e. not enough research yet
  - relevant, i.e. important in discourse or for practical applications
  - focused, i.e. small, but data based: careful and reliable

**M** - methodology, i.e.
- previous research, i.e. literature review incl. evaluation
- hypotheses, possible?
- data base
- tests / procedure

**A** - analysis, i.e.
- examples as evidence
- statistical tables as summaries
- significance to generalise

**C** - conclusion, i.e.
- available in academia.edu
  - summary, e.g. in conclusion, we have shown
  - interpretation, e.g. this proves that
  - contextualisation, e.g. in a wider perspective
  - limitations, e.g. more data
  - outlook, e.g. further research is necessary

**References**

https://twiki.tu-chemnitz.de/bin/view/English/IntroResearchPara

(cf. Schmied 2015: 17-20)

Available in academia.edu

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4.2 Examples of RA paradigms

**RA with IMRAD structure**

1. Introduction and research questions
2. Epistemic modality in academic writing
3. Previous research on epistemic modality in RAs written by non-native authors
4. Concept and methodology
   - 4.1 The concept
   - 4.2 Procedure of analysis
5. Results and discussion
   - 5.1 Overall frequency of epistemic modal verbs
   - 5.2 The commonly used epistemic modal verbs
   - 5.3 Degree of epistemic modal strength
   - 5.4 The phraseological patterns: May + (very) Would + Main Verb
6. Conclusion and implications

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**JA with a non-IMRAD structure**


Language-in-Education Policy in Kenya: Intention, Interpretation, Implementation

Peter Nyakundi MOISE
Rhodes University, South Africa

**ABSTRACT**

1. BACKGROUND
2. LANGUAGE-IN-EDUCATION POLICIES IN AFRICA
   - 2.1 Language-in-education policy in Kenya
   - 2.2 Implications of the policy
3. PURPOSE OF THE STUDY
4. METHODOLOGY
5. RESPONSES
6. DATA COLLECTION INSTRUMENTS AND ANALYSIS
7. FINDINGS
   - 7.1 Interpretation of the policy
   - 7.2 Classification of schools
   - Mtheni Tongue Provision
   - Determination of language preference
   - Languages of the catchment
8. ATTITUDE TO POLICY
9. IMPLEMENTATION OF POLICY
10. DISCUSSION
11. CONCLUSIONS AND RECOMMENDATIONS
12. ACKNOWLEDGEMENTS

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Second Language Acquisition, world Englishes, and English as a Lingua Franca (ELF)

Anna Mavracan

International Open University, Germany

**ARTICLE**

Abstract

ELF as a Lingua Franca (ELF) is a complex form of language contact, which is divided into three phases: interactional, micro-social, and macro-social. Each contributes uniquely to the world, and each has its own dynamic, while bringing into the other levels. Each is par excellence the sociolinguistic and cultural change that is the result of this interaction. In a certain context, ELF can lead to social language evolution, and ELF is a tool for language innovation. In ELF, the language evolves with world Englishes (W LE), and ELF can be understood as a lingua franca. However, the evolution of language in this situation provides insights into understanding second language acquisition, as a new teaching method, and its influence on other languages.

1. INTRODUCTION
2. ELF – A SITE OF COMPLEX LANGUAGE CONTACT
   - 2.1 ELF in macro-social perspective
   - 2.2 ELF in micro-social perspective
   - 2.3 ELF in cognitive perspective
3. EL1 AS A LANGUAGE OF USES, NOT LEARNERS
4. CONCLUSION
5. Theses

5.1 BA/MA theses as key qualification texts for academic carriers

The academic novices are introduced to the discipline-specific conventions developed so far. Writer identity allows novices to choose only to limited extent.

5.2 Examples of theses paradigms

ToC of a BA thesis with IMRAD structure

ToC of a BA thesis with a non-IMRAD structure
Revised ToC of a BA thesis with non-IMRAD structure

metalinguage terms / expected general academic phrases:
2. Theoretical background
   2.1. Definition, key concept
   2.2. Types
   2.3. Theories
   3. Case study

“historical perspective” is always an option in humanities and social sciences

Should subheadings be more explicit?
like
4.1. Polish Migration to the UK before the accession of Poland to the EU in 2004, etc.

Should general phrases be supplemented by project-specific one?
like
2.3.2. Lee's Migration Theory: Push and Pull Factors

Imrad structure in 10 language and 10 literature MA samples from Yaoundé

Lit/Cult theses have no methodology
Lang may have no abstract
all tend towards detailed conclusions

Imrad structure in 10 language and 10 literature MA samples from Chemnitz

some Lit/Cult theses have little methodology
many have no abstract
all tend towards very detailed conclusions
IMRAD structure in 10 language and 10 literature MA samples from China

C1S: Representation of Society in Media Discourse: Media Discourse on Teachers and their Role in Society in Selected British Periodicals

(II!) The study will look at the media coverage all selected British periodicals. It aims to explore the attitudes of selected newspaper articles on the public perception and construction of beliefs and attitudes to teachers and their community role in the face of social changes.

(II) The goal is to investigate the media coverage afforded to the actions of educational issues concerning teachers in UK and their role in society is politically opposed newspapers in order to elucidate the ideological representation of the teachers’ profession and to examine the approach which reflects the nature of the selected newspapers representing opposite ends of the political spectrum as well as different qualitative content. (II) The research focuses on articles published between 2015 and 2018 when the Conservative Party secured a surprise victory and a majority single-party government was formed. In order to do the analysis, a collection of newspaper articles selected from the primary sources will be chosen to create a corpus. The research is aimed at two quality newspapers – The Guardian with its centre-left orientation and The Daily Telegraph with a pro-Conservative position. In terms of the popular newspapers the research looks at the left-oriented Daily Mirror and the right-oriented Daily Mail. (II) A combination of an interpretative approach to newspaper discourse with a comparative cross-analysis method supported by the output-driven methods of Critical Discourse Analysis will be used to detect particular language patterns of collocations and concordance lines which enable the researcher to choose a key word and see patterns in representation as well as view the context that the word falls in. (II) The use of the above-mentioned methods should prove the hypothesis that portrayals of teachers and teachers’ issues are stereotyped and manifested with an explicit and implicit, predominantly negative connotation, regardless of the occurrence in quality or tabloid, liberal or conservative press. (II) The exploration of the image of the teacher via the press could provide another source for the thematic study of media culture, school culture, pedagogy, stereotyping in media, human rights and power relations.

(C2H) Nostalgia and Remembering in Contemporary US and Eastern European Suspense Thrillers

(C2H) My field of research belongs to the discipline of film studies. (IR?) The study will look at the media coverage afforded to the actions of educational issues concerning teachers in UK and their role in society is politically opposed newspapers in order to elucidate the ideological representation of the teachers’ profession and to examine the approach which reflects the nature of the selected newspapers representing opposite ends of the political spectrum as well as different qualitative content. (II) The research focuses on articles published between 2015 and 2018 when the Conservative Party secured a surprise victory and a majority single-party government was formed. In order to do the analysis, a collection of newspaper articles selected from the primary sources will be chosen to create a corpus. The research is aimed at two quality newspapers – The Guardian with its centre-left orientation and The Daily Telegraph with a pro-Conservative position. In terms of the popular newspapers the research looks at the left-oriented Daily Mirror and the right-oriented Daily Mail. (II) A combination of an interpretative approach to newspaper discourse with a comparative cross-analysis method supported by the output-driven methods of Critical Discourse Analysis will be used to detect particular language patterns of collocations and concordance lines which enable the researcher to choose a key word and see patterns in representation as well as view the context that the word falls in. (II) The use of the above-mentioned methods should prove the hypothesis that portrayals of teachers and teachers’ issues are stereotyped and manifested with an explicit and implicit, predominantly negative connotation, regardless of the occurrence in quality or tabloid, liberal or conservative press. (II) The exploration of the image of the teacher via the press could provide another source for the thematic study of media culture, school culture, pedagogy, stereotyping in media, human rights and power relations.

6. (Conference) Abstracts

6.1 Function persuasive

“trust me (future): I am scholarly enough to be able to deliver a good conference presentation in 6 months”

→ no results yet! → expected results (hypotheses, research questions)

in contrast to abstracts in journals!

“trust me (past): I have achieved so interesting results that you should read the full journal article now (and even pay for it?)”

6.2 Examples from PhD Symposium ESSE 2018

anonymized

author variables: national/university background (not name!) + (sub-)discipline discipline-specific academic words & phrases (conventions) can be distinguished

colour-coded: IMAC (sub-)categories

Cult Slow focuses on Methodology

has no Analysis, only a short Conclusion
L2H: Establishing the Context and Sevicing Validity of an English for Academic Purposes Test

Ling Hung

Main topic and issues: (IT?) The focus of my research is to identify the formal and procedural aspects of the writing tasks found in English for Academic Purposes (EAP) tests and their correlation with writing performance. The research questions were: (1) Are the writing tasks in EAP tests represented in a way that is transparent to students? (2) How valid is the writing test for English for Academic Purposes? (3) How do students perform on these writing tasks? (4) How can the writing tasks be improved for better teaching and learning outcomes?

Methodology: (MT) The methodology involved qualitative and quantitative research methods, including content analysis, expert judgment, and student interviews. The research was conducted in a mixed-methods approach, combining qualitative and quantitative data analysis.

Results obtained so far: (NT) The research findings indicate that the writing tasks in EAP tests are often unclear and difficult for students to understand. The tasks are primarily focused on academic writing rather than personal expression, and the scoring criteria are not transparent to students.

Reference

L3R: The syntax and the semantics of Manner of Speech verbs

Ling Rom

(ITT) The focus of my research is to investigate the syntactic and semantic properties of Manner of Speech verbs (MoS verbs) in English and Romanian. My hypothesis is that MoS verbs are characterized by a nominal component and a complementizer, and that the complementizer is essential for the meaning of the verb.

Methodology: (IT) The methodology involves the analysis of written and spoken corpora, as well as the comparison of MoS verbs in English and Romanian. The research questions are: (1) How are MoS verbs distributed in English and Romanian? (2) Are there any syntactic differences between MoS verbs in English and Romanian? (3) How are MoS verbs used in context?

Results obtained so far: (MT) The research has shown that MoS verbs in English and Romanian are distributed differently, with English MoS verbs having a wider range of uses than Romanian MoS verbs. Moreover, MoS verbs in English are more likely to be used in complex sentences, whereas MoS verbs in Romanian are more likely to be used in simple sentences.

Reference

C3G: A comparative study of “fear” through cinematic language

Cult Gr

(ML) Studying how the concept of fear is portrayed through the work of Gilles Deleuze is a fascinating topic. The French philosopher believes that fear plays a crucial role in the development of the self. My thesis explores how fear is depicted in cinema, focusing on the concept of fear through the social term of social construction. (MT) This study examines how the concept of fear is portrayed in cinema, focusing on the relationship between fear and social interaction. (MT) In this study, I aim to explore how fear is portrayed in cinema, focusing on the concept of fear through the social term of social construction.
The "global" text perspective of academic genres is insufficiently discussed and analyzed (= a research gap)

In a functional perspective, well-known functional features can be expanded sentence → paragraph → (global) text perspective (cohesion, incl keywords)

Global IMRaD/IMAC structures can be identified in academic writing in the (ESSE) community spreading through genres and disciplines
genres (research) journal article (> MA) thesis > (conference) abstract but not for state-of-the-art articles or plenary presentations
(sub-) disciplines: (natural sciences > social sciences >) language studies > area/cultural studies > literary studies

Individual writer identity construction leaves a choice!

Raising awareness from implicit to explicit conventions in information management in the community may contribute to academic discourse and development...
References


7. Conclusion: IMRaD is not related to age!

The oldest ESSE 2018 presenter used an IMRaD structure in her presentation:

Dual semantics of intransitive verbs:
lexical semantics vs. presentative meaning
• Subject matter
• Selected verbs
• Material and method
• Results and discussion