

Discourse Analysis and Beyond
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How Can Students Find their Academic Discourse? Student Choices in BA / MA Theses & Term Papers in Germany and World-Wide

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https://www.tu-chemnitz.de/phil/english/sections/ling/presentations_js.php
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1.0 Overlap with previous conference contributions

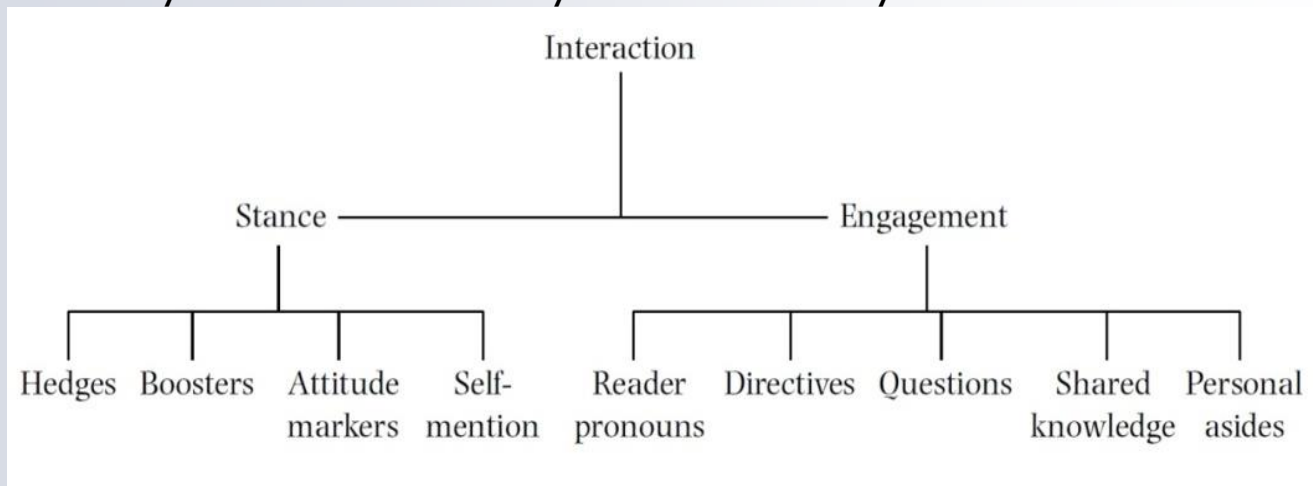
- Burk: rhetoric → new rhetoric (Perelman), “persuasion” as writer - reader interaction
- Jeffries: constructivism + Halliday
- Section 3: discourse genres
- Dontcheva-Navratilova + Povolná: metalanguage + corpus
- stance = epistemic (not: affective, moral)
- Komlósi: empowerment for cultural cognition (graduates)
- McIntyre: larger research group on Academic Writing
 - Jacinta Edusei: hedging in Ghana
 - Jessica Küchler: modality, contrast *may* – *will* in China

AW workshop

Schmied, J. ed. (2015). *Academic Writing for South Eastern Europe: Practical and Theoretical Perspectives*. Göttingen: Cuvillier.

1.1 Concepts in academic discourse/academic writing

- **meta discourse** = linguistic devices that assist writers to organize propositions and present them in a way that will be easily understood by readers



types of writer - reader interaction (Hyland 2005: 177)

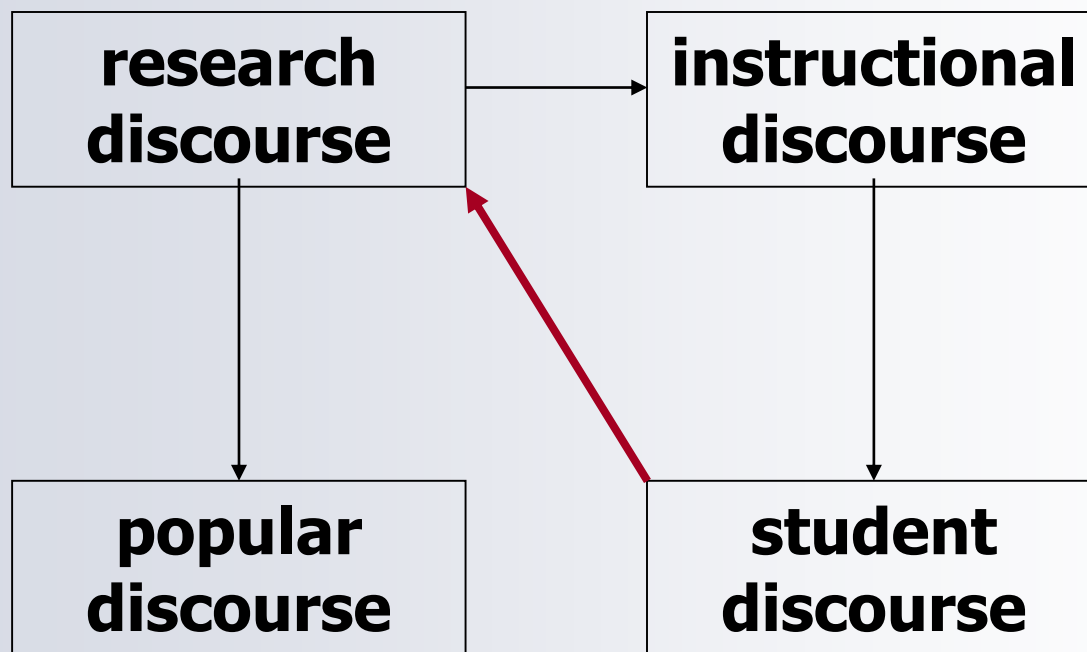
- **discourse community**
- **genre**

international (Swales/Feak 2012) and national? (Siepmann et al. 2011)
textbooks for teaching?

included in MA (PhD) courses world-wide (e.g. Chemnitz)

1.2 Discourses in science communication

discourse community approach = a writer/speaker appeals to shared knowledge to create a community of discourse: *of course, as we know from ...*



1.3 Def. Genre Approach

- (1) Genres are recognizable **communicative events, characterized by a set of communicative purposes** identified and mutually understood by members of the professional or academic community in which they regularly occur.
- (2) **Genres are highly structured and conventionalised constructs**, with constraints on allowable contributions not only in terms of the intentions one would like to give expression to and the shape they often take, but also in terms of the lexico-grammatical resources one can employ to give discursual values to such formal features.
- (3) Established members of **a particular professional community** will have a much greater knowledge and understanding of the use and exploitation of genres than those who are apprentices, new members or outsiders.
- (4) Although genres are viewed as conventionalised constructs, expert members of the disciplinary and professional communities often exploit generic resources to express not only 'private' but also organizational intentions within the constructs of 'socially recognized communicative purposes'.
- (5) **Genres are reflections of disciplinary and organizational cultures**, and in that sense, they focus on social actions embedded within disciplinary, professional and other institutional practices.
- (6) All disciplinary and professional genres have integrity of their own, which is often identified with reference to a combination of textual, discursive and contextual factors. (Bhatia 2004: 23)

1.3 Genre in Discourse

(Pérez-Llantada 2012: 48)

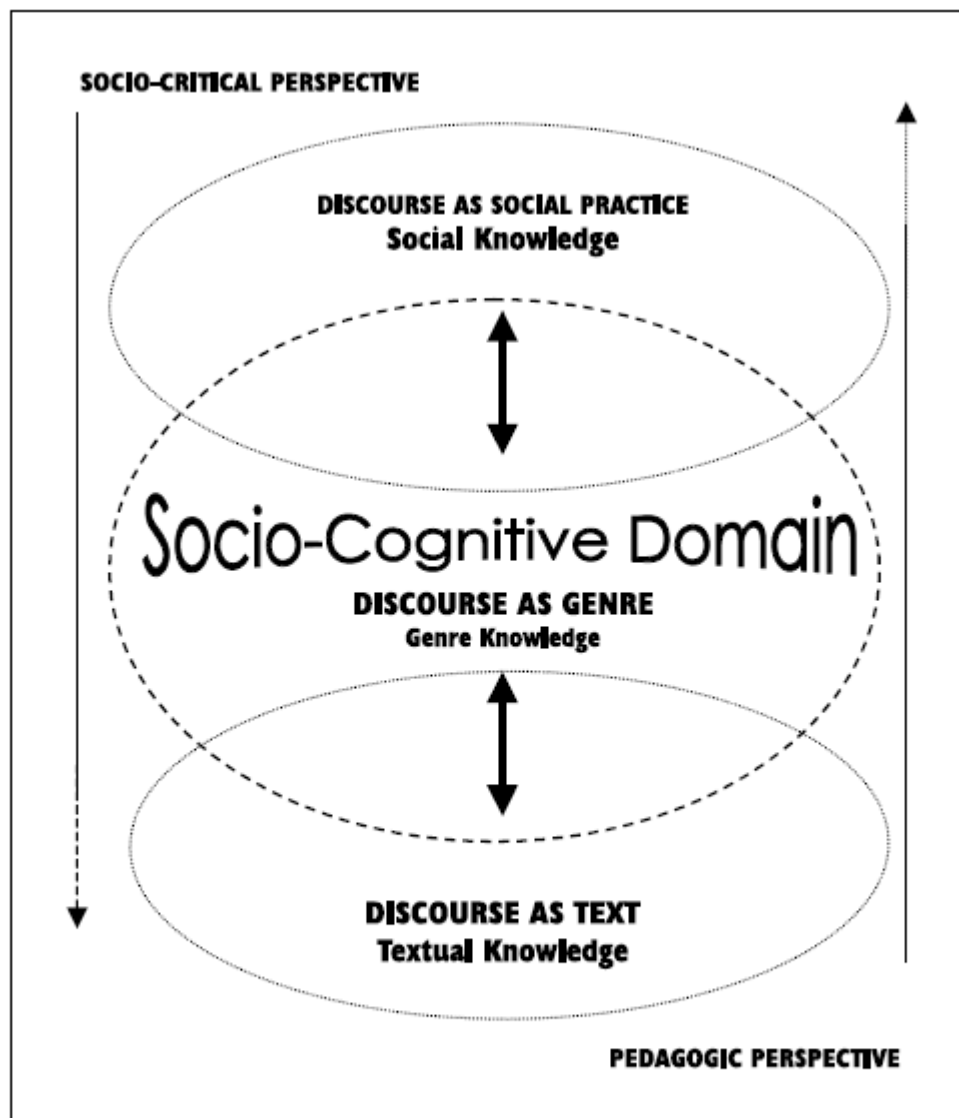


FIGURE 3.1 Bhatia's perspectives on discourse: three levels of communication (2002b, p. 16, cf. also 2002a)

1.4 Genres in academic discourses

research "output"

- **research article**
- book reviews
- project proposals
- conference presentations

instructional disc./e-learning

- ppt presentations
 - lectures
 - student presentations
- textbooks
 - Wikis
 - www pages (HTML, php)

**discipline-specific
culture-specific**

science "journalism"

- popular science articles
- popular blogs (David Crystal)
- popular science films (Horizon)
- popular science books
- science slam

student "literacy"

- fieldwork notes, **reports**
- **essays / term papers**
- **MA/BA/PhD thesis**
- seminar presentations, disc.

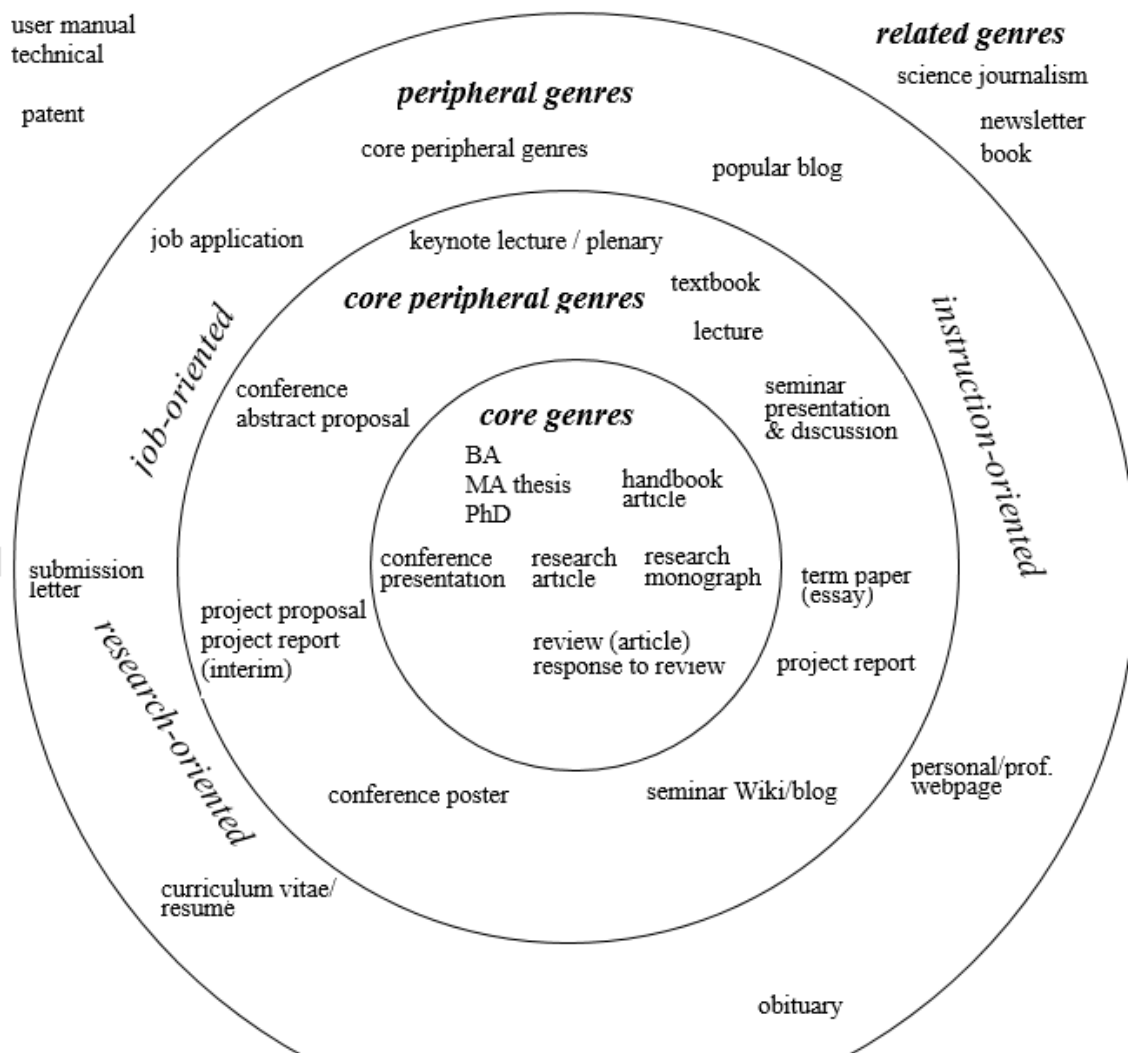
"Novice Academic English"

**author-specific
culture-specific**

1.5 Matrix of genre types in Academic Writing

CONTEXT	GENRE	type	medium	audience/ readership	expertise in years	length	purpose	comments
article	research (scholarly) article	r	w	specialist	5	5,000+	drive research	in double-blind peer-reviewed journal with impact factor
book	research book	r	w	specialist	6	10,000	drive research	also monograph, trend towards IMRAD
	textbook	r	w	novice	8	6-10,000	introduce novices	also course book, introduction?
	handbook	r	w	specialist	10+	10,000+	state-of-the-art	honour+reliable?
	book reviews	r	w	specialist	4	1,000	evaluate/critique	also section in book/thesis
	state-of-the-art review	r	w	specialist	10+	2,000	start project?	research field survey
	article collection (ed)	r	w	specialist	10	150+p	state-of-the-art?	multiple authors, 1 topic/area; conference?
project doc.	project proposals	r	w	specialist?		5,000	accepted for qualif./funding	a promise with milestones to check progress
	BA/MA project proposal	t	w	learner	3	1,000	qualification	trend to IMRAD, research questions/hypotheses
	PhD project application	r	w	learner	5	5,000	qualification/funding	trend to IMRAD, research questions/hypotheses
	(thesis/PhD) defense	r	s	learner	3-5y	20+20-40m	qualification	trend to IMRAD, research questions/hypotheses; open discussion
	project/progress report	r	w	specialist		6-10,000	justify expense	multiple authors, 1 topic/area
conference	conference presentations	r	s	specialist	5	15+5m	drive research?	protect area? ask advice?
	key-note (lecture)	r	s	specialist	10+	45-60+15-30m	state-of-the-art?	famous scholar, personality
	plenary (lecture)	r	s	specialist	10+	30-60m+15	research overview	broad topic?
	progress report	r	s	specialist	5	10m	demonstrate research? ask advice?	
	(conference) abstract, proposal	r	s	specialist	5	300-600w	acceptance	
	poster introduction	r	s	specialist	5	3m	view poster	very concise+attractive?
	conference poster	r	w	specialist	5	1 A0	introduce research, popularise?	Rtrend to IMRAD; fig/tables+ref.s
	conference proceedings (ed)	r	w	specialist	10+	150+p	document research	multiple authors, 1 topic/area
	conference report	r?	w	public	3	1,000	drive research?	popular? dissemination
university	lecture	t	s	learner	10+	45-90m	disseminate knowledge	competes with textbook? problem attention span
teaching	student/seminar presentation	t	s	learner	1	10-20m	qualification	problem discussion? self-protective?
	Wiki	t/r?	w	learner	1		collaborate in Knowledge creation	groupwork/multiple authors
	classroom discussion	t		learner	1		collaborate in knowledge creation	problem interaction
	field notes	t	w	self?	1		collect information	data collection methodologies?
	BA thesis	t/r?	w	specialist	3	40+p	qualification	
	MA thesis	r	w	specialist	5	60+p	qualification	
	PhD thesis	r	w	specialist	8	200+p	qualification	conventions, not a research book
	habilitation/postdoctoral thesis	r	w	specialist	10+	200+p	qualification	tend to small; replaced by articles in p-r j.?
subsidiary?	(article) abstract	r	w	specialist	5	1-300w	read? full article	part (free; to decide worth paying?)
	handout	t/r?	w	l/sp	1	1-2p	support, take-home	large diagrams, figures, statistics; examples; references
"valorisation"	university journal, newsletter	r	w	public	5	1-2p	demonstrate "value"	untrained?
	popular blog	r	w	public?	1	1+1+1	time-line of development (projects, carrier)	technical platform for old genres?
	popular science book	t/r?	w	public	8	80-200?	create interest in research?	

1.6 Prototype approach to genres in academic writing



1.7 CARS model for research paper introductions

(Swales 1990: 141)

Move 1: Establishing a territory

- Step 1 Claiming importance and/or
- Step 2 Making topic generalizations and/or
- Step 3 Reviewing items of previous research

Move 2: Establishing a niche

- Step 1a Counter-claiming or
- Step 1b Indicating a gap or
- Step 1c Question-raising or
- Step 1d Continuing a tradition

Move 3: Occupying the niche

- Step 1a Outlining purposes or
- Step 1b Announcing present research
- Step 2 Announcing principle findings
- Step 3 Indicating article structure

1.8 AIMAC organization: Revised IMRAD structure

structure	substructure (tactical alternative moves)	key lexemes/phrases (as indicators)
A = abstract (exec.sum)	keywords in context	<i>focus, discuss, approach</i>
I = issue	new	<i>not enough research yet</i>
	relevant	<i>important, academic discourse, practical application</i>
	focussed	<i>concentrate, emphasise, purpose</i>
M = methodology	previous research, i.e. lit. review incl. evaluation	<i>concept developed, review, refer to, proceed to, claim</i>
	hypotheses possible?	<i>research question</i>
	data base	<i>corpus, data collection</i>
	tests/procedure	<i>calculate</i>
A = analysis	examples as evidence	<i>illustrate, show, prove</i>
	statistical tables as summaries	<i>table, figure, diagram, graph, bar</i>
	significance to generalise	<i>significant, chi²</i>
C = conclusion	summary	<i>in conclusion, finally/at last, we have shown, discussed above</i>
	interpretation	<i>this proves that</i>
	contextualisation	<i>in a wider perspective, apply</i>
	limitations	<i>more data, beyond the scope</i>
	outlook	<i>further research is necessary, predict, dissemination/application of results</i>

2. ChemCorpus as a reference corpus

2.1 ChemCorpus Principles

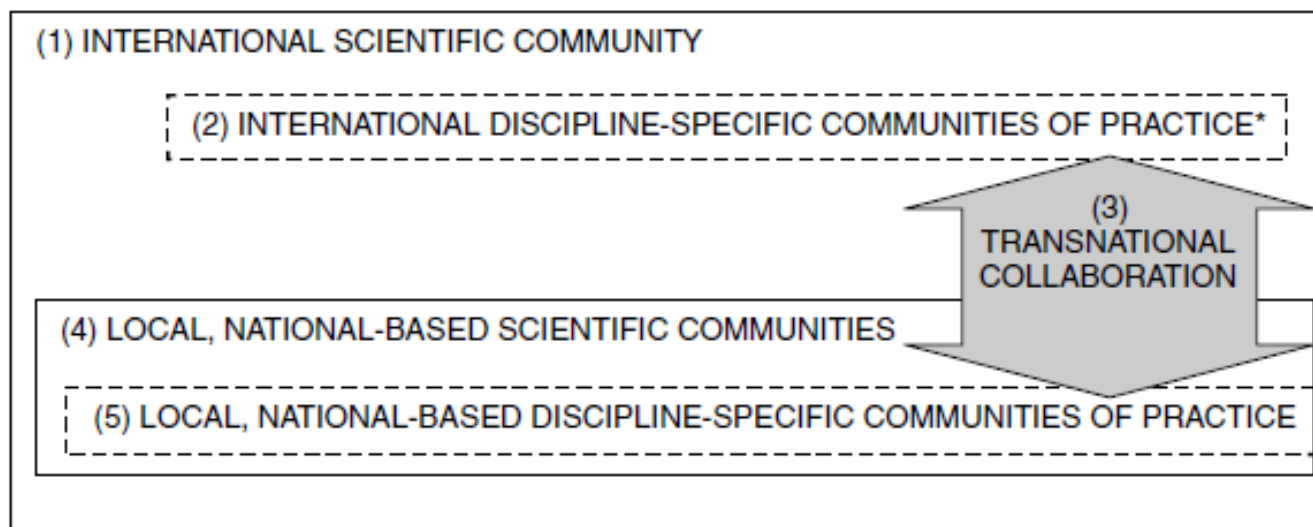


FIGURE 3.2 Proposed social framing context for scientific discourse

Pérez-Llantada, C. *Scientific Discourse and the Rhetoric of Globalization*. London: Continuum, 2012: 52.

discover “more grammar than meets the eye”

Tool: Antconc (WordSmith)

→ relative frequencies ←comparable corpora? subcorpora

2.2 ChemCorpus set-up by genre and specialisation

genre	specialisation	number of texts	average length	total words
<i>term paper BA</i>	language/linguistics	100	4,200	0.5 Mill.
	culture/literature	100	4,700	0.5 Mill.
<i>project report</i>	(cultural)	120	4,000	0.5 Mill.
<i>BA thesis</i>	language/linguistics	80	12,000	1 Mill.
	culture/literature	80	16,000	1 Mill.
<i>term paper MA</i>	language/linguistics	80	5,700	0.5 Mill.
	culture/literature	80	6,600	0.5 Mill.
<i>MA thesis</i>	language/linguistics	40	25,000	1 Mill.
	culture/literature	40	25,000	1 Mill.
total		720		6.5 Mill.

3. Organisation, argumentative structure

3.1 AIMAC from natural sciences into humanities?

organisation can be viewed on several levels using different theoretical approaches:

- global vs. local planners:
a fixed structure like AIMAC provides a general “skeleton” for global planning, which is said to characterize good writers
- moves + steps in sections (CARS)
- topical structure analysis: discourse deixis through personal pronoun references
- theme – rheme (functional sentence perspective)

“novice” writers learn inductively from model texts and gain a feel for writer choices (explorative learning)

are global organisation structures expanding from natural sciences to social sciences to humanities?

3.2 ToC of a BA thesis with IMRAD structure

Table of Contents	
1 Introduction	7
2 Literature Review	10
2.1 Canada's settlement history	10
2.2 English in Canada	12
2.2.1 Standard Canadian English	12
2.2.2 Newfoundland English	13
2.3 Selected Phonetic Features of English in Canada	14
2.3.1 Canadian Raising	15
2.3.1.1 Mainland Canada	15
2.3.1.2 Newfoundland	18
2.3.1.3 Quantitative, phonetic definition	19
3 Methodology	22
3.1 Participants	22
3.2 Data Collection	24
3.3 Data Analysis	25
3.3.1 Selected Tokens	25
3.3.1.1 Canadian Raising	25
3.3.1.2 The Canadian Shift	25
3.3.2 Measurements	26
4 Results	28
4.1 Sample	28
4.2 Canadian Raising	29
4.3 The Canadian Shift	32
5 Discussion	39
5.1 Interpretation	40
5.2 Limitations	42
5.3 Conclusion and Outlook	44
References	46
Appendix	49

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

Polish Migration to the UK

Contents

Abstract	1
1. Introduction	2
2. The Term Migration and Polish Migration Motivations	4
2.1. Types of Migration	5
2.2. Ravenstein's Migration Theory	8
2.3. Lee's Migration Theory: Push and Pull Factors	10
3. Polish Migration Behavior and Motivations	13
3.1. Gender-Relation	15
3.2. Age-Relation	16
3.3. Length of Stay	18
3.4. Labour Market	21
3.5. Social Networks	24
3.5.1. Polish Diaspora	28
4. Polish Migration in Historical Perspective	30
4.1. Polish Migration to the UK before 2004	30
4.2. Polish Migration to the UK after 2004	32
5. Conclusion	36

2. Theoretical Background
2.1. Definition of the Key Concept Migration
2.2. Types of Migration
2.3. Theories Explaining Migration
2.3.1. Ravenstein's Migration Theory
2.3.2. Lee's Migration Theory: Push and Pull Factors
3. Case study: Polish Migration to the UK
3.1. Behaviour
3.2. Motivation etc.

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

metalanguage terms / expected general academic phrases:

2. Theoretical background

2.1. Definition, key concept

2.2. Types

2.3. Theories

3. Case study

“historical perspective” 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

3.4 ToC a linguistic BA term paper with IMRAD structure

Table of Content

1. Introduction.....	1
2. Visual Word Recognition.....	2
2.1 Lateralisation and Visual Perception	2
2.2 The Mental Lexicon	3
2.3 Models of Visual Word Recognition	3
3. Methodology.....	6
4. Analysis of Differences between Laterality and Gender	7
4.1 Results of Male Participants.....	7
4.2 Results of Female Participants	8
4.3 Comparison	9
5. Discussion of Results.....	10
6. Limitations	11
7. Conclusion.....	12
8. References.....	13

3.5 ToCof a literature BA term paper with non-IMRAD structure

Table of Contents

1. Introduction	3
2. Theoretical Approaches	
2.1. Key concepts	4
2.2. Interpretation of dreams – important terminology	5
3. Text Analysis	
3.1. Mohsin Hamid's <i>The Reluctant Fundamentalist</i>	6
3.2. Dreams in <i>The Reluctant Fundamentalist</i>	7
3.3. Dreams versus reality	9
4. Conclusion	12
5. Bibliography	13

3.6 Outline of a discussion paper with non-IMRAD structure

▲ Graduate Academic Writing in Europe in Comparison: A Research-Based Approach to...

▲ Josef Schmied (Technische Universität Chemnitz)

Abstract

1. Introduction

▲ 2. Understanding key principles

2.1. Focus on metalanguage

2.2. Focus on genre

2.3. Argumentative structures in genres

2.4. Metalanguage features in academic writing

▲ 3. Exploring genres in academic writing today

3.1. Classifications of genres

▲ 4. Compiling corpora to analyse conventions

4.1. Identifying textual, social and linguistic variables

4.2. Comparing corpora in Academic Writing

4.3. Ad hoc or test corpora

▷ 4.4. The ChemCorpus as a reference corpus

4.5. Non-native reference corpora?

▲ 5. Exploring metalanguage in the ChemCorpus

5.1. Argumentative structure

5.2. Linking

5.3. Stance and engagement markers

6. Conclusion

References

4. Linking

Indicators of textuality/discoursivity: cohesive devices

formal:

conjunctions: *but, while*

adverbs: *first, then, finally*

functional:

sentence adverbials, e.g. clause-initial adverb **ly*,

function

additive

adversative/contrastive

sequential/temporal

causal

prototype

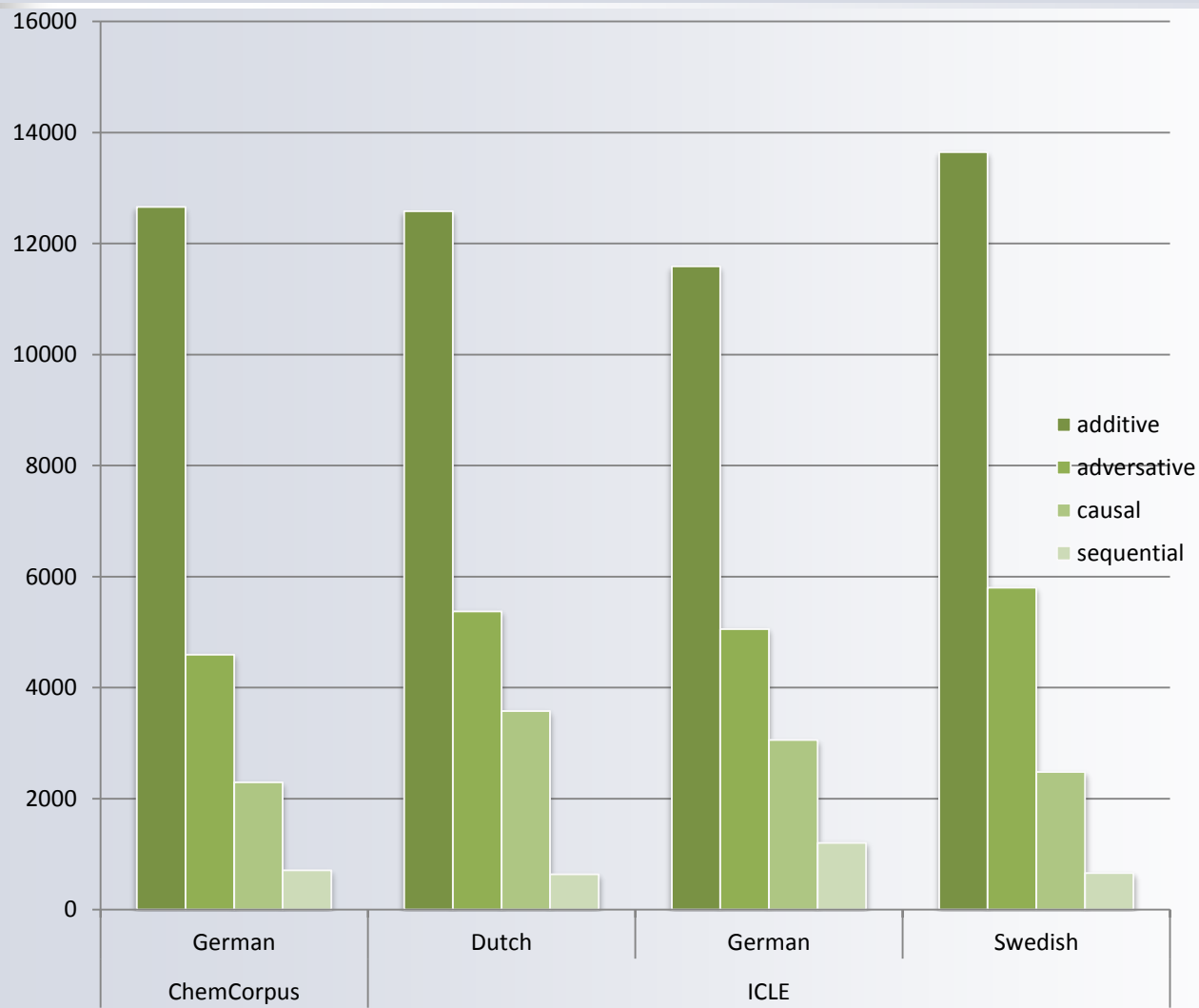
and

but

then

because

4.1 Functional Categories by L1 (Albrecht 2013: 36, figure 11)



4.2 AntConc concordance (KWIC) of *unfortunately* in BA term papers in the ChemCorpus

author reader interaction: meaning "contrary to what one might expect, hope"

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
Hit	KWIC					
1	n the general South African elections this year. Unfortunately, there exists hardly any empirical work on 'born-					
2	ers about the ethnic share of the population do, unfortunately, not exist. <fig> Figure 1 Share of South African					
3	frican because in all honesty that is what I am. Unfortunately, the legacy of apartheid as such instilled race a					
4	position towards this 'New South Africa'? I-ee: Unfortunately, it's been said so often it's lost its meaning. A					
5	n awareness. Working further on this issue goes, unfortunately, beyond the scope of this work, however, further					
6	one, but on several paragraphs of the Agreement. Unfortunately, in most researches, the changes that the GFA has					
7	The statistic provided in Tim Pat Coogan's work unfortunately only reaches until the year 1993, however, a diff					
8	phey, 2003, p. 75). Although most classrooms are unfortunately not designed after proved principles of learning					
9	schools' and teachers' readiness to participate unfortunately remained rare. Once having receive					
10	. The incomplete questionnaires - of which there unfortunately were quite a lot, both among the paper and online					
11	g inclusion of student opinions and perceptions. Unfortunately, this, on the one hand, intricate and complex but					
12	corpus including the Tweets regarded to the PL (unfortunately no differentiation between personal and official					
13	requent abbreviations in the PL Twitter corpora. Unfortunately, the AntConc toolkit does not work smoothly in co					
14	tion of Twitter Corpora Abbreviations </tab> Unfortunately, some abbreviations from Table 8 could not be cle					
15	anation could be that v is even shorter than vs. Unfortunately, in the frame of the present thesis no clear evid					
16	slation: But this LTI-like abbreviation mania is unfortunately quite convenient for Twitter) (Twitter, 2013).					
17	ions. Otherwise, this thesis would be redundant. Unfortunately, within the frame of the PL Twitter analysis it w					
18	h. Regarding another filtering option, it is unfortunately not possible to separate official Tweets, which a					
19	e some problems regarding these scales. First, I unfortunately could not find a current probability scale. It is					
20	er words serves to distinguish between speakers. Unfortunately, films often create a misleading impression of th					
21	ent, thus I decided to use older books which are unfortunately part of a series. Furthermore, despite the fact t					
22	Mystic River which was released in 2001. Unfortunately, all five novels by Stephen J. Cannell are part o					
23	r he also became producer, mainly of CBS series. Unfortunately, Straw wrote and published just one novel that ca					
24	crime related words which is generally accepted. Unfortunately their is no such word list. It is conceivable tha					

5. Stance

key terms: stance > hedging > modality

- “personal feelings, attitudes, value judgments, or assessments” (Biber et al. 1999: 966)
 - “subjective” evaluation on the basis of own knowledge, experience, etc.
 - context-dependency
- academic culture in the discourse community determines how stance is expressed!

author stance and engagement are crucial variables in academic interaction:

“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)

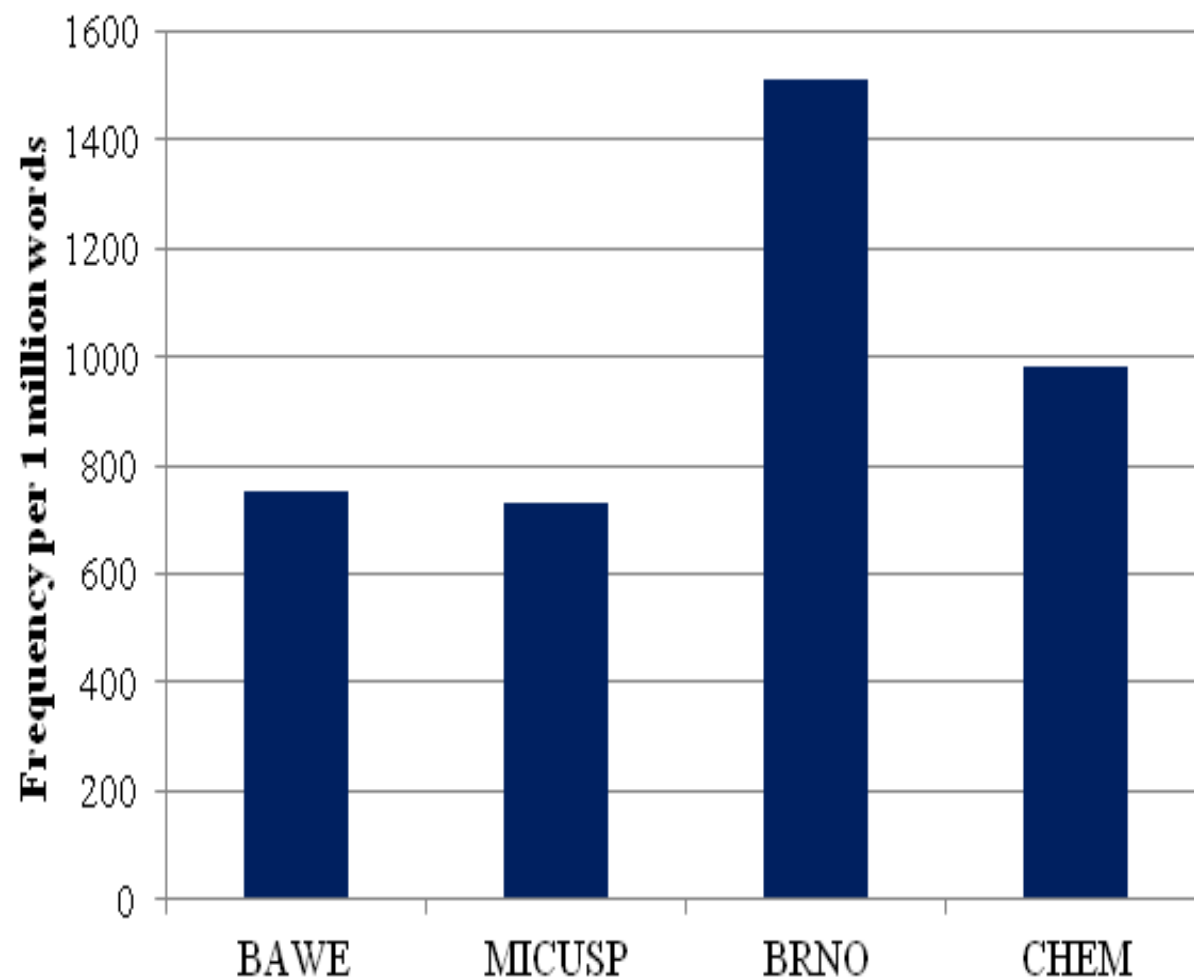
5.1 AntConc concordance (KWIC) of *really* in BA term papers in the ChemCorpus

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
Hit	KWIC					
1	zed definition of what morphological productivity really is. Several linguists have already dealt with thi					
2	eak down. This is what everyone says, but is this really true? This will be the question this paper is goi					
3	outcomes so it is possible to judge if devolution really can break up Britain. The last chapter "Conclus					
4	political developing of the states. If it is not really possible to co-ordinate the states it is not real					
5	ally possible to co-ordinate the states it is not really possible to find a common denominator. As a matte					
6	quence this problem with not having the chance to really co-ordinate the states the danger of the UK drift					
7	itain? The answer is very simple. Yes, devolution really can break up Britain. Devolution can lead to a					
8	: 124) Sade needs urgently answers but no one she really trusts in is near her to talk. She needs someone					
9	her to talk. She needs someone to confide in, she really needs her father but she does not know where he i					
10	annot come back anymore. Nevertheless, she is not really gone. She will always stay in Sade's mind and giv					
11	sometimes without directly saying it. She cannot really understand why her uncle and her father had send					
12	r Side of Truth is a very brilliant story which I really enjoyed to read. <ref>< References					
13	of course I wished for sons, but having daughters really involves you in issues regarding sexism and patri					
14	tries to make the girl understand that it is not really her fault that the beloved grandfather does not r					
15	y her fault that the beloved grandfather does not really want to have anything to do with Kahu.					
16	s the so called "Bloody Sunday". This incident is really well-known and there are several movies and songs					
17	to Hidge's party. So Rodney's relaxed attitude is really a good example for living a life without any worr					
18	elong. However, the colours might not help by really figuring out where the house is located or in wha					
19	ratings, has debased notions of what the country really is. Historically, it is fair to assert that news					
20	ich we have very little control". Hence the truth really lies hidden under the surface. (Guerin 127) And t					
21	looking back at their sources or origin. We don't really care why things are the way they are and rely on					
22	I know, it has not always been a curse word, but really only described a person that is dark- skinned.					
23	me utterance, but we can never be sure if this is really the right answer or not. Going back in history an					
24	His uncle lived in the countryside, which Joseph really enjoyed. His father became very ill and was freed					

5.2 AntConc concordance (KWIC) of *definitely* in BA term papers in the ChemCorpus

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
Hit	KWIC					
1	e Protestants/English). To sum it up Patterson definitely has his own way of dealing with the "Troubles".					
2	sum up, this paper showed that celebrity news has definitely overtaken the US-American news on TV since the					
3	ople able to possess other human beings? They are definitely not. Even article one of the German Basic Law s					
4	nd spelling system of their time, so it cannot be definitely stated by whom the original text was written.					
5	Methodology To answer my research question it is definitely important to have a look at different genres in					
6	st food, most of them gave me dishes which can be definitely classified with it. The following diagram shall					
7	rs and fries, which can be, as already mentioned, definitely classified as fast food. At first, I did not wa					
8	ind of dehumanization does not sound as cruel, it definitely was for the Japanese Americans. Not only their					
9	mple of Korea. Both Koreans and American soldiers definitely maintained their distinct identity, as after th					
10	If Schneider's model can be applied at all, then definitely only for the foundation stage. But why di					
11	Leanne 2012: 15). The first impression of him led definitely to a memorable day and laid the foundation of h					
12	hange, patriotism and race in his Keynote Address definitely corroborates the belief that the United States					
13	ose, who have not seen but heard the speech, will definitely notice the emphasis on particular words such as					
14	flect very well how nervous and uncomfortable she definitely felt in that awkward situation. The zeal of the					
15	tepped back. The suppression Baartman felt can be definitely related to that of a slave. The scientific inte					
16	e?" which is evidently a question. However, it is definitely also a plain request besides being pronounced a					
17	n language lets the product show as if one should definitely buy it to fulfill the wishes and needs of the c					
18	act that it is a new product the recipient should definitely try. Also the verb "reinvent" in the past tense					
19	r, I can say that the syntax of advertising spots definitely plays a role concerning the recipient's behavio					
20	because the producer of the advertising spots are definitely aware of how the words they combine affect cons					
21	d us to get as many visitors as possible, what we definitely prospered in. We were also planning on a co-ope					
22	ye Patano, Kevin Nealon and many others, Showtime definitely wanted to produce a high quality television ser					
23	efer Madness, 1936) ></quote> This citation definitely leaves a 'wow-effect' behind. Stylistically, th					
24	s in the future. The topic of the series is definitely controversial since it highlights the problem o					

5.3 Relative frequencies of *very* in BAWE, MICUSP, the BrnoCorpus and ChemCorpus (Bräuer 2013: 63, figure 3)



5.4 Rel. frequencies per 1 million words in the BrnoCorpus and ChemCorpus (Bräuer 2013:49, table 17; cf. also Hůlková, I. 2011)

	Brno	Chemnitz	p-value
Amplifier	2,105.07	1,932.36	
Booster	1,713.69	1,303.09	
<i>considerably</i>	30.40	102.79	< 0.001
<i>highly</i>	136.79	134.76	> 0.05
<i>strongly</i>	34.20	76.52	$0.001 \leq p < 0.01$
<i>tremendously</i>	1.90	7.99	> 0.05
<i>very</i>	1,510.40	981.03	$0.01 \leq p < 0.05$
Maximizer	391.38	629.27	
<i>absolutely</i>	58.90	31.98	< 0.001
<i>clearly</i>	148.19	462.53	< 0.001
<i>extremely</i>	74.10	57.10	$0.01 \leq p < 0.05$
<i>fully</i>	83.59	63.96	$0.001 \leq p < 0.01$
<i>thoroughly</i>	26.60	13.70	> 0.05
Downtoner	609.86	785.74	
Approximator	317.28	404.29	
<i>almost</i>	237.49	340.33	> 0.05
<i>nearly</i>	72.20	36.55	$0.001 \leq p < 0.01$
<i>virtually</i>	7.60	27.41	< 0.05
Diminisher	199.49	229.55	
<i>a bit</i>	76.00	15.99	< 0.001
<i>slightly</i>	93.09	143.90	> 0.05
<i>somewhat</i>	24.70	41.11	> 0.05
<i>to some extent</i>	5.70	28.55	> 0.05
Minimizer	93.09	151.89	
<i>barely</i>	7.60	11.42	> 0.05
<i>hardly</i>	76.00	132.48	> 0.05
<i>scarcely</i>	9.50	7.99	> 0.05
Total	2,714.93	2,718.10	

6. Conclusion

Academic English is an accessible and useful topic for students of applied linguistics (including ELT/TESOL) metadiscourse features can be learnt easily and inductively; this comprises all expressions that organize the content and convey the author's beliefs and attitudes towards it.

issues:

- Can corpus databases replace native-speaker introspection?
 - objective – subjective?
 - frequency + attitudes?!
- Are conventions becoming more and more similar because of Anglo-American dominance (gate keepers and guidebook publications)?
- Can we establish an academic *lingua franca* norm on a functional basis? – even against Anglo-American traditions?
- Can the (non-native) ChemCorpus serve as a model?

Remember there are no native speakers/writers of Academic English!

6. How can Students find their academic discourse?

Junior academic writers / MA students

- become aware of reader - writer interaction – and can use this in their own thesis writing, maybe in vocational contexts afterwards
- find their own stance between personal identity and disciplinary conventions through explorative investigation of model texts
- explore examples in “their” journals (or parallel corpora to the *ChemCorpus*)
 - to illustrate how interactive resources can be used to manage the information flow,
 - to persuade their readers to adopt their preferred interpretations.

In terms of functional grammar, researchers

- seek to display an interpersonal tenor consistent with the disciplinary identity they wish to project,
- do not simply discuss facts or ideas, they also wrap up their content in metadiscourse, i.e.
 - seek to claim solidarity with their readers,
 - evaluate previous research and their own analyses,
 - acknowledge alternative views, etc. ,

**Expectations of metadiscourse conventions have gone up
– students have to raise to the challenge**

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6. Summarising citation

Raising student's awareness of the language options available to them in negotiating an identity they feel comfortable with is also important in EAP classes. Once again, teachers can use corpus evidence to help students move beyond the conservative prescriptions of textbooks and style guides and into the preferred patterns of expression of their disciplines. An orientation to instruction based on access to choice through genre teaching and consciousness-raising can help students understand how writing conventions are enabling rather than deterministic. It can reveal the ways that typical patterns provide broad parameters of choice through which they can craft a distinctive self. (Hyland 2012, 206)