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

Josef Schmied
English Language & Linguistics
Chemnitz University of Technology
https://www.tu-chemnitz.de/phil/english/sections/ling/presentations_js.php
josef.schmied@phil.tu-chemnitz.de
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
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

- **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 discoursal 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

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

**instructional disc./e-learning**
- ppt presentations
  - lectures
  - student presentations
- textbooks
  - Wikis
  - www pages (HTML, php)

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

"Novice Academic English"
## 1.5 Matrix of genre types in Academic Writing

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>GENRE</th>
<th>type</th>
<th>medium</th>
<th>audience/readership</th>
<th>expertise in years</th>
<th>length</th>
<th>purpose comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>article</td>
<td>research (scholarly) article</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>5</td>
<td>5,000+</td>
<td>drive research in double-blind peer-reviewed journal with impact factor</td>
</tr>
<tr>
<td>book</td>
<td>research book</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>6</td>
<td>10,000</td>
<td>drive research also monograph, trend towards IMRAD</td>
</tr>
<tr>
<td>textbook</td>
<td></td>
<td>r</td>
<td>w</td>
<td>novice</td>
<td>8</td>
<td>6-10,000</td>
<td>introduce novices also course book, introduction?</td>
</tr>
<tr>
<td>handbook</td>
<td></td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>10+</td>
<td>10,000+</td>
<td>state-of-the-art honour+reliable?</td>
</tr>
<tr>
<td>book reviews</td>
<td></td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>4</td>
<td>1,000</td>
<td>evaluate/critique also section in book/thesis</td>
</tr>
<tr>
<td>state-of-the-art review</td>
<td></td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>10+</td>
<td>2,000</td>
<td>start project? research field survey</td>
</tr>
<tr>
<td>project doc.</td>
<td>article collection (ed)</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>10</td>
<td>150+</td>
<td>state-of-the-art? multiple authors, 1 topic/area, conference?</td>
</tr>
<tr>
<td>conference</td>
<td>project proposals</td>
<td>r</td>
<td>w</td>
<td>specialist?</td>
<td>5</td>
<td>5000</td>
<td>accepted for qual./funding a promise with milestones to check progress</td>
</tr>
<tr>
<td>BA/MA project proposal</td>
<td>t</td>
<td>w</td>
<td>learner</td>
<td>3</td>
<td>1,000</td>
<td>qualification trend to IMRAD, research questions/hypotheses</td>
<td></td>
</tr>
<tr>
<td>PhD project application</td>
<td>r</td>
<td>w</td>
<td>learner</td>
<td>5</td>
<td>5,000</td>
<td>qualification/funding trend to IMRAD, research questions/hypotheses</td>
<td></td>
</tr>
<tr>
<td>conference</td>
<td>(thesis/PhD) defense</td>
<td>r</td>
<td>s</td>
<td>learner</td>
<td>3-5y</td>
<td>20+20-40m</td>
<td>qualification trend to IMRAD, research questions/hypotheses, open discussion multiple authors, 1 topic/area</td>
</tr>
<tr>
<td>conference</td>
<td>conference presentations</td>
<td>r</td>
<td>s</td>
<td>specialist</td>
<td>5</td>
<td>15+5m</td>
<td>drive research? protect area? ask advice?</td>
</tr>
<tr>
<td>key-note (lecture)</td>
<td>r</td>
<td>s</td>
<td>specialist</td>
<td>5</td>
<td>10+</td>
<td>45-60m</td>
<td>state-of-the-art? famous scholar, personality</td>
</tr>
<tr>
<td>plenary (lecture)</td>
<td>r</td>
<td>s</td>
<td>specialist</td>
<td>9</td>
<td>30-60m+15</td>
<td>research overview broad topic?</td>
<td></td>
</tr>
<tr>
<td>progress report</td>
<td>r</td>
<td>s</td>
<td>specialist</td>
<td>5</td>
<td>10m</td>
<td>demonstrate research? ask advice?</td>
<td></td>
</tr>
<tr>
<td>university teaching</td>
<td>conference proceedings (ed)</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>10+</td>
<td>150+</td>
<td>document research multiple authors, 1 topic/area</td>
</tr>
<tr>
<td>conference report</td>
<td>r?</td>
<td>w</td>
<td>public</td>
<td>3</td>
<td>1,000</td>
<td>drive research? popular? dissemination</td>
<td></td>
</tr>
<tr>
<td>(conference) abstract</td>
<td>r</td>
<td>s</td>
<td>specialist</td>
<td>5</td>
<td>300-600w</td>
<td>acceptance</td>
<td></td>
</tr>
<tr>
<td>poster introduction</td>
<td>r</td>
<td>s</td>
<td>specialist</td>
<td>5</td>
<td>3m</td>
<td>view poster</td>
<td></td>
</tr>
<tr>
<td>conference poster</td>
<td>r</td>
<td>s</td>
<td>specialist</td>
<td>5</td>
<td>1-A0</td>
<td>introduce research, popularise?</td>
<td></td>
</tr>
<tr>
<td>conference proceedings (ed)</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>10+</td>
<td>150+</td>
<td>document research multiple authors, 1 topic/area</td>
<td></td>
</tr>
<tr>
<td>conference report</td>
<td>r?</td>
<td>w</td>
<td>public</td>
<td>3</td>
<td>1,000</td>
<td>drive research? popular? dissemination</td>
<td></td>
</tr>
<tr>
<td>Wiki</td>
<td>t/r?</td>
<td>w</td>
<td>learner</td>
<td>1</td>
<td>10-20m</td>
<td>qualification</td>
<td></td>
</tr>
<tr>
<td>classroom discussion</td>
<td>t</td>
<td>s</td>
<td>learner</td>
<td>10+</td>
<td>45-90m</td>
<td>disseminate knowledge</td>
<td></td>
</tr>
<tr>
<td>teaching</td>
<td>student/seminar presentation</td>
<td>t</td>
<td>s</td>
<td>learner</td>
<td>1</td>
<td>10-20m</td>
<td>disseminate knowledge</td>
</tr>
<tr>
<td>field notes</td>
<td>t</td>
<td>w</td>
<td>self?</td>
<td>1</td>
<td>1</td>
<td>collect information</td>
<td></td>
</tr>
<tr>
<td>BA thesis</td>
<td>t/r?</td>
<td>w</td>
<td>specialist</td>
<td>3</td>
<td>40+p</td>
<td>qualification</td>
<td></td>
</tr>
<tr>
<td>MA thesis</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>5</td>
<td>60+p</td>
<td>qualification</td>
<td></td>
</tr>
<tr>
<td>PhD thesis</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>8</td>
<td>200+p</td>
<td>qualification</td>
<td></td>
</tr>
<tr>
<td>habilitation/postdoctoral thesis</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>10+</td>
<td>200+p</td>
<td>qualification</td>
<td></td>
</tr>
<tr>
<td>subsidiary?</td>
<td>(article) abstract</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>5</td>
<td>1-300w</td>
<td>read? full article</td>
</tr>
<tr>
<td>&quot;valorisation&quot;</td>
<td>(article) abstract</td>
<td>r</td>
<td>w</td>
<td>specialist</td>
<td>10+</td>
<td>200+p</td>
<td>qualification</td>
</tr>
<tr>
<td>popular blog</td>
<td>r</td>
<td>w</td>
<td>public</td>
<td>5</td>
<td>1-2p</td>
<td>demonstrate &quot;value&quot;</td>
<td></td>
</tr>
<tr>
<td>popular science book</td>
<td>r</td>
<td>w</td>
<td>public</td>
<td>8</td>
<td>80-200+</td>
<td>create interest in research? technical platform for old genres?</td>
<td></td>
</tr>
</tbody>
</table>
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

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

2.1 ChemCorpus Principles

![Diagram of proposed social framing context for scientific discourse]

**Figure 3.2** Proposed social framing context for scientific discourse


discover “more grammar than meets the eye”

Tool: Antconc (WordSmith)

→ relative frequencies ← comparable corpora? subcorpora
2.2 ChemCorpus set-up by genre and specialisation

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

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
### 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 *The Reluctant Fundamentalist* ..........................6
   3.2. Dreams in *The Reluctant Fundamentalist* ..................................7
   3.3. Dreams versus reality ......................................................9

4. Conclusion ........................................................................12

5. Bibliography .....................................................................13
3.6 Outline of a discussion paper with non-IMRAD structure

- 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”

<table>
<thead>
<tr>
<th>Hit</th>
<th>KWIC</th>
</tr>
</thead>
</table>
| 1   | Unfortunately, there exists hardly any empirical work on 'born-ers about the ethnic share of the population do, unfortunately, not exist. Figure 1 Share of South African African because in all honesty that is what I am. Unfortunately, the legacy of apartheid as such instilled race a position towards this 'New South Africa'? I-e: Unfortunately, it's been said so often it's lost its meaning. A n awareness. Working further on this issue goes, unfortunately, beyond the scope of this work, however, further one, but on several paragraphs of the Agreement. Unfortunately, in most researches, the changes that the GPA has The statistic provided in Tim Pat Coogan's work unfortunately only reaches until the year 1993, however, a diff hey, 2003, p. 78). Although most classrooms are unfortunately not designed after proved principles of learning schools' and teachers' readiness to participate unfortunately remained rare. Once having receive . The incomplete questionnaires - of which there unfortunately were quite a lot, both among the paper and online g inclusion of student opinions and perceptions. Unfortunately, this, on the one hand, intricate and complex but corpus including the Tweets regarded to the PL request abbreviations in the PL Twitter corpora. Unfortunately, the AntConc toolkit does not work smoothly in co tion of Twitter Corpora Abbreviations. Unfortunately, some abbreviations from Table 8 could not be cle anation could be that v is even shorter than vs. Unfortunately, in the frame of the present thesis no clear evid slation: But this LTI-like abbreviation mania is unfortunately quite convenient for Twitter) (Twitter, 2013). ions. Otherwise, this thesis would be redundant. Unfortunately, within the frame of the PL Twitter analysis it w. Regarding another filtering option, it is unfortunately not possible to separate official Tweets, which a e some problems regarding these scales. First, I unfortunately could not find a current probability scale. It is er words serves to distinguish between speakers. Unfortunately, films often create a misleading impression of th ent, thus I decided to use older books which are unfortunately part of a series. Furthermore, despite the fact t Mystic River which was released in 2001. Unfortunately, all five novels by Stephen J. Cannell are part of he also became producer, mainly of CBS series. Unfortunately, Straw wrote and published just one novel that ca crime related words which is generally accepted. Unfortunately their is no such word list. It is conceivable tha
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

1. zed definition of what morphological productivity really is. Several linguists have already dealt with thi
2. ek 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 "Conclu
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 of course I wished for sons, but having daughters really involves you in issues regarding sexism and patri
13. tries to make the girl understand that it is not really her fault that the beloved grandfather does not r
14. y her fault that the beloved grandfather does not really want to have anything to do with Kahu.
15. s the so called “Bloody Sunday”. This incident is really well-known and there are several movies and songs
16. to Hidge's party. So Rodney's relaxed attitude is really a good example for living a life without any worr
17. along. However, the colours might not help by really figuring out where the house is located or in wha
18. ratings, has debased notions of what the country really is. Historically, it is fair to assert that news
19. ich we have very little control”. Hence the truth really lies hidden under the surface. (Guerin 127) And t
20. looking back at their sources or origin. We don't really care why things are the way they are and rely on
21. I know, it has not always been a curse word, but really only described a person that is dark-skinned.
22. me utterance, but we can never be sure if this is really the right answer or not. Going back in history an
23. 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

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

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


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)