

Disciplinary Discourses

Social Interactions
in Academic Writing

Ken Hyland

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Disciplinary Discourses Social Interaction In Academic Writing:

Disciplinary Discourses Ken Hyland, 2000 Applied Linguistics and Language Study General Editor Christopher N Candlin
Chair Professor of Applied Linguistics Centre for English Language Education Communication Research Department of English City University of Hong Kong Hong Kong Since it was first established in the 1970 s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education Drawing extensively on empirical research and theoretical work in linguistics sociology psychology and education the series explores key issues in language acquisition and language use *Disciplinary Discourses Social Interactions in Academic Writing* presents a series of innovative studies focusing on eight disciplines and a variety of key genres to examine the relationships between the cultures of academic communities and their discoursal practices It proposes a framework to account for the interactions between writers and their readers in published academic writing draws clear teaching suggestions and offers detailed methodological principles and suggestions to support further research Drawing on discourse analysis corpus linguistics and the voices of professional insiders Ken Hyland explores how academics use language to organise their professional lives carry out intellectual tasks and reach agreement on what will count as knowledge Through its focus on the features of key genres this book shows what close textual analyses can reveal about the social practices and institutional ideologies of different academic communities and at the same time provides a clear basis for further research The theoretical and descriptive accounts have strong practical implications for the understanding of academic writing and disciplinary communities It will therefore be of great interest to teachers and students of academic writing English for Specific Purposes and discourse analysis more generally Ken Hyland is an Associate Professor in the Department of English City University of Hong Kong

Disciplinary Discourses Ken Hyland, 2000-05 *Disciplinary Discourses Social Interactions in Academic Writing* presents a series of innovative studies focusing on eight disciplines and a variety of key genres to examine the relationships between the cultures of academic communities and their discoursal practices

Analysing Academic Writing Louise Ravelli, Robert A. Ellis, 2005-12-07 This volume covers the writing not only of native speakers of the language in which they are being taught but also that of those to whom the language of pedagogy is secondary Australian editors

Demystifying Academic Writing in Higher Education: A Process View on Academic Textual Production Xinghua Liu, Rui Alexandre Alves, Angelique Aitken , Josef Schmied, 2025-10-30 Academic writing in this Research Topic refers to the type of writing demonstrating students disciplinary knowledge of and proficiency in synthesizing analyzing and responding critically to new information Hyland 2004 Swales 1990 which may include those genres like course essays project reports research proposals lab notes journal articles conference paper theses and dissertations As the current workplaces have become increasingly specialized higher education worldwide has been increasingly charged with the task of developing students academic writing and correspondingly on students parts learning through writing has been necessary for them to

succeed in higher education To prepare university students for writing challenges during the past decades numerous studies have been devoted to the study of linguistic and rhetorical resources in students academic writing under such umbrella terms like style reader awareness authorial voice writers identity stance evaluation textual structures steps and moves Charles Hunston Hinkel 2002 However previous research on academic writing has been predominantly focused on the linguistic and rhetorical aspects namely the final product of students writing while the nature and processes of composition students engagement and individual differences and the influence of contextual factors like emerging technology have been under explored Thus the goal of this Research Topic is to bring a process oriented and dynamic perspective to the study of textual production in academic contexts by both encouraging an expanded view of existing research paradigms and also welcoming novel approaches Data can be collected by using corpus building interviews and questionnaires but we would also welcome the use of experimental methods and a mixed method approach for data collection Meanwhile previous research mainly studied university students who were learning English as a second or foreign language hence we also welcome research examining first language writers and students who are learning a second or foreign language other than English We believe for the study of the complex phenomenon like academic writing no single method or tool can suffice Therefore we strongly recommend a more creative perspective in data collection and analyzing and interpreting academic writing Papers can present quantitative data analyses based on experimental design or qualitative data analyses stemmed from more ethnographic oriented research Systematic review studies are also welcome We encourage contributions related but not restricted to the following topics 1 Cognitive processes in academic texts planning composing and revisions and student writers individual differences 2 Metacognition and self regulation in academic texts planning composing and revisions and student writers individual differences 3 Motivation and self efficacy in academic texts planning composing and revisions and student writers individual differences 4 Linguistic and rhetorical choices identity construction and disciplinary knowledge construction 5 Student writers textual production peer feedback and interactions with discourse communities 6 Affordances and challenges of artificial intelligence AI in the process of academic textual production in higher education Discourse Studies Reader Ken Hyland, 2013-06-20 Illustrates scope and focus of discourse analysis through a selection of chapters from current titles in the Continuum Discourse Series **The Essential Hyland** Ken Hyland, 2018-01-25 Writing in the academy has assumed huge importance in recent years as countless students and academics around the world must now gain fluency in the conventions of academic writing in English to understand their disciplines to establish their careers or to successfully navigate their learning Professor Ken Hyland has been a contributor to the literature on this topic for over 20 years with 26 books and over 200 chapters and articles This work has had considerable influence in shaping the direction of the field and generating papers and PhD theses from researchers around the world This is a topic which has found its time as a central concept in applied linguistics sociology of science library studies bibliometrics and so on This book brings together Ken

Hyland's most influential and cited papers. These are organised thematically to provide both an introduction to the study of academic discourse and an overview of his contribution to the understanding of how academics construct themselves, their disciplines and knowledge through written texts. Several academic celebrities from the field provide a brief commentary on the papers and the book includes an overall reflection by the author on the impact of the papers and the direction of the field together with linear notes on the specific papers in each section. The volume not only includes some of Hyland's best chapters and journal articles but the thoughts of disciplinary luminaries on both the ideas in the book and the general state and direction of the field. □□□□□□□□, 1998

Academic Writing and Genre Ian Bruce, 2008-04-07 The focus of this book is the use of genre-based approaches to teaching academic writing. Genre-based courses enable second language learners to integrate their linguistic, organisational and contextual knowledge in a variety of different tasks. The book reviews pedagogical approaches to genre through English for Specific Purposes and Systemic Functional Linguistics to present a synthesis of the current research being undertaken in the field. From this theoretical base Ian Bruce proposes a new model of genre-based approaches to academic writing and analyses the ways in which this can be implemented in pedagogy and curriculum design. *Academic Writing and Genre* is a cutting edge monograph which will be essential reading for researchers in applied linguistics.

Academic Evaluation Ken Hyland, Giuliana Diani, 2009-08-12 Summary from OCLC Academic criticism can be highly fraught and threatening, potentially wounding to the reviewed author and disruptive to the discipline, but it occurs routinely in review genres. This book explores how academics publically evaluate each other's work. Focusing on blurbs, book reviews, review articles and literature reviews, the international contributors to the volume show how writers manage to critically engage with others' ideas, argue their own viewpoints and establish academic credibility while simultaneously navigating these risky interactions.

Learning the Literacy Practices of Graduate School Christine Pearson Casanave, Xiaoming Li, 2008 Attending graduate school presents a wide variety of challenges to both American and international students at U.S. universities. *Learning the Literacy Practices of Graduate School* explores many of those challenges in depth, addressing the textual features and conventions that characterize and underlie the advanced literacy practices at graduate school and examining the unwritten rules and expectations of participation and interpersonal relationships between advisors and advisees and among peers. It also delves into the impact of enculturation and interaction on student and faculty identity. Many disciplines are covered, including those related to second and foreign language learners. This volume brings to light the textual, social and political dimensions of graduate study that tend not to be spoken or written about elsewhere. *Learning the Literacy Practices of Graduate School* is an inspirational resource book for graduate students and those serving as mentors for graduate students. It is indispensable for faculty members and advisors who are teaching classes that introduce students to graduate study.

Constructing Interpersonality Rosa Lorés Sanz, Pilar Mur-Dueñas, Enrique Lafuente-Millán, 2010 The view that academic discourse is by definition impersonal has long been

superseded It seems unquestionable now that the interpersonal component of texts that is the ways in which the writers project themselves and their audience in the discourse is an essential factor determining the success of scholarly communication and has become a fundamental issue in the field of English for Academic Purposes EAP Interpersonality is the key issue around which the articles in this edited book focus on The eighteen contributions included in this volume provide a wide exploratory view of the many academic genres in which interpersonal is manifested and the various analytical approaches from which the textual manifestation of that interpersonal can be studied The varied origin of the contributors is also representative of the global interest that the issue of interpersonal arouses in the field of academic discourse analysis at an international level The present volume constitutes a highly valuable tool for applied linguists and discourse analysts with an interest in EAP as well as for students instructors and language teachers interested in academic discourse The book may also be of interest to other agents intervening in the research publication process such as translators proofreaders reviewers and editors

Pragmatics, 2002 *The Routledge Pragmatics Encyclopedia* Louise Cummings, 2013 This is a comprehensive reference volume that will give the reader an insight into all the concepts theories issues and scholars that have shaped the field of pragmatics

Language, Culture and Identity in Applied Linguistics British Association for Applied Linguistics. Meeting, Richard Kiely, 2006-12 Language Culture and Identity is a collection of papers from the BAAL Annual Conference at the University of Bristol 2005 The thirteen papers by researchers from Britain and across Europe represent a range of research orientations within Applied Linguistics which connect in different ways with issues in culture and identity Two plenary addresses from the conference by Roz Ivani and Srikant Sarangi explore the themes of identity and culture in contexts of learning and of work Papers addressing language planning and policy issues present recent analyses of francophone identity in Canada and Sami identity in Finland The issues of culture and identity in writing are explored in different papers from the perspective of identity construction in academic writing discipline cultures in higher education contexts the consequences of these for interdisciplinary writers and how writers construct audience identity though the linguistic choices they make Empirical studies of language learning and teaching are also represented with papers on Processing Instruction and Intercultural Pragmatics The themes of identity and culture in these papers connect a range of sub disciplines within Applied Linguistics and also connect knowledge building in Applied Linguistics with pervasive themes in research across the social sciences into the ways people as individuals and in communities understand shape and represent their experiences of learning and work

Linguistics and Language Behavior Abstracts, 2008

Applied Linguistics, 1980 *A Pathway Between Academic and ESL Classes* Nur Yigitoglu, 2008 **Academic Discourse Across Disciplines** Ken Hyland, Marina Bondi, 2006 This volume reflects the emerging interest in cross disciplinary variation in both spoken and written academic English exploring the conventions and modes of persuasion characteristic of different disciplines and which help define academic inquiry This collection brings together chapters by

applied linguists and EAP practitioners from seven different countries The authors draw on various specialised spoken and written corpora to illustrate the notion of variation and to explore the concept of discipline and the different methodologies they use to investigate these corpora The book also seeks to make explicit the valuable links that can be made between research into academic speech and writing as text as process and as social practice Using Corpora in Contrastive and Translation Studies Richard Xiao,2010 This title explores the theoretical and practical issues pertaining to the creation and use of corpora in contrastive and translation studies It represents the latest developments in corpus based translation studies corpus based contrastive studies parrallel corpus development and bilingual lexicography Gogaku Kenkyū ,1998

The book delves into Disciplinary Discourses Social Interaction In Academic Writing. Disciplinary Discourses Social Interaction In Academic Writing is a vital topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Disciplinary Discourses Social Interaction In Academic Writing, encompassing both the fundamentals and more intricate discussions.

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 - Chapter 5: Conclusion
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 6. In chapter 5, this book will draw a conclusion about Disciplinary Discourses Social Interaction In Academic Writing. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Disciplinary Discourses Social Interaction In Academic Writing.

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