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Academic English

Reading and Writing Across the Disciplines



Pearson

Writing Academic English Across The Disciplines

Le-Ha Phan, Bradley Baurain



Writing Academic English Across The Disciplines:

Academic Writing and Research across Disciplines in Africa Josef Schmied, Daniel A. Nkemleke, 2016-11-16 The present volume draws on the experience of the pan African conference in Yaound in Summer 2015 where young scholars from Cameroon met young and experienced scholars from Germany Tanzania Ghana and Nigeria They discussed not only their individual research projects but also their personal writing experience This volume records some of the conference presentations supplemented by specially commissioned contributions by experienced research partners in the field It is particularly useful for young scholars who intend to demonstrate their credibility as researchers in their thesis BA MA or PhD or in their research and grant applications in national and international networks The examples of small projects here try to prove and illustrate that every scholar can profit from the international exchange of ideas and research experience

Academic English, 2018 *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

Voices, Identities, Negotiations, and Conflicts: Writing Academic English Across Cultures Le-Ha Phan, Bradley Baurain, 2011-01-27 Provides insights into the process of knowledge construction in EFL ESL writing from classrooms to research sites from the dilemmas and risks NNEST student writers experience in the pursuit of true agency to the confusions and conflicts academics experience in their own writing practices *Die Wissenschaft und ihre Sprachen* Konrad Ehlich, Dorothee Heller, 2006 Die Beitr ge dieses Bandes zur Wissenschaftskommunikation behandeln mit unterschiedlichen Methoden und Schwerpunktsetzungen sowohl die einzelsprachliche Verfasstheit wissenschaftlicher Kommunikation als auch Perspektiven der Mehrsprachigkeit f r das Betreiben von Wissenschaft Die Untersuchungen basieren auf empirischen Beobachtungen zu sprachspezifischen Merkmalen und Konventionen wissenschaftlichen Schreibens er rtern Probleme der Begrifflichkeit und der bersetzung und behandeln die Frage der Sprachenwahl in bestimmten Fachbereichen Ein Schwerpunkt des Bandes liegt beim Erwerb wissenschaftssprachlicher Kompetenz in der akademischen Ausbildung auch aus der Sicht des Nicht Muttersprachlers Diesem Thema das im Zuge der Internationalisierung des Hochschulbetriebs f r die Fremd Sprachdidaktik zunehmend relevant wird bringt die Wissenschaftssprachforschung in j ngerer Zeit erh hte Aufmerksamkeit entgegen Die meisten Beitr ge wurden beim 15 Europ ischen Fachsprachensymposium New Trends in Specialized Discourse Universit t Bergamo 29 August 2 September 2005 pr sentiert dar ber hinaus konnten weitere Beitr ge

im Bereich der Wissenschaftskommunikationsanalyse für den Band gewonnen werden *Englischsprachiges Schreiben und Publizieren in verschiedenen Fachkulturen* Frank Rabe, 2016-12-12 Englisch ist die de facto Weltwissenschaftssprache. Wie aber gehen deutschsprachige Wissenschaftler mit dieser Dominanz des Englischen um? Das Buch gibt Antworten auf diese Frage, indem es auf Grundlage von ausführlichen Interviews mit Forschern verschiedener Disziplinen untersucht, wie die Befragten selbst die sprachlichen und fachlichen Anforderungen englischsprachiger Veröffentlichungen einschätzen, welche Einstellungen und Sichtweisen sie gegenüber dem Englischen und Deutschen als Wissenschaftssprachen vertreten und wie sie den wissenschaftlichen Nachwuchs auf diese Situation vorbereiten. *Academic Writing* Janet Giltrow, 1995-01

Academic writing across languages: multilingual and contrastive approaches in higher education Birgit Huemer, Eve Lejot, Katrien L.B. Deroey, 2019-04-15 Mehrsprachige Schreibkompetenz rückt in den letzten Jahren aufgrund zunehmender Internationalisierung von Studium, Lehre und Forschung verstärkt in den Fokus. Dieser Band betrachtet akademisches Schreiben in verschiedenen Sprachen aus unterschiedlichen Perspektiven, um die Lehre wissenschaftlichen Schreibens in mehrsprachigen Umgebungen zu bereichern. Das Buch enthält Studien zur Schreibpraxis mehrsprachiger Schreibender, sprachvergleichende Untersuchungen wissenschaftlicher Texte und diskutiert innovative Ansätze zur Lehre mehrsprachigen Schreibens an der Universität. Zusätzlich bietet der Band einen guten Überblick zum aktuellen Stand mehrsprachiger wissenschaftlicher Schreibforschung an und diskutiert bestehende Anforderungen an zukünftige Forschung. Die Beiträge in diesem Band sind auf Deutsch, Englisch und Französisch. Multilingual writing skills have become increasingly important in recent years as a result of the growing internationalisation of education, teaching and research. This book investigates the question of academic writing in different languages from a variety of perspectives, with the aim of shedding new light on the practice of teaching academic writing in multilingual environments. It analyses the writing practices of multilingual writers, provides comparative studies of academic texts and explores innovative approaches to teaching multilingual writing in a university setting. The volume also provides a comprehensive overview of the current state of academic research on multilingual academic writing and examines existing requirements for future research. The contributions in this volume are in German, English and French. Ces dernières années, les compétences rédactionnelles multilingues gagnent de plus en plus d'importance en raison de l'internationalisation croissante des études de l'enseignement et de la recherche. Cet ouvrage aborde l'écriture académique en différentes langues sous diverses perspectives de manière à enrichir l'enseignement de la rédaction de textes scientifiques dans des environnements multilingues. Le livre fournit des études sur la pratique d'écriture d'écrivains multilingues, sur des comparaisons linguistiques de textes scientifiques et discute des approches innovantes dans l'enseignement de l'écriture multilingue à l'université. En outre, il offre un très bon aperçu de la situation actuelle de la recherche dans le domaine de l'écriture scientifique multilingue et parle des exigences actuelles auxquelles est confrontée la recherche future. Les contributions dans ce livre sont en allemand, en anglais et en français.

Chinese Students' Writing in English Maria Leedham, 2014-08-27 Chinese students are the largest international student group in UK universities today yet little is known about their undergraduate writing and the challenges they face Drawing on the British Academic Written English corpus a large corpus of proficient undergraduate student writing collected in the UK in the early 2000s this study explores Chinese students written assignments in English in a range of university disciplines contrasting these with assignments from British students The study is supplemented by questionnaire and interview datasets with discipline lecturers writing tutors and students and provides a comprehensive picture of the Chinese student writer today Theoretically framed through work within academic literacies and lexical priming the author seeks to explore what we know about Chinese students writing and to extend these findings to undergraduate writing more generally In a globalized educational environment it is important for educators to understand differences in writing styles across the student body and to move from the widespread deficit model of student writing towards a descriptive model which embraces different ways of achieving success Chinese Students Writing in English will be of value to researchers EAP tutors and university lecturers teaching Chinese students in the UK China and other English or Chinese speaking countries

Decolonizing Academic Writing through Translingualism M. Sidury Christiansen, Zhongfeng Tian (田中峰), Suresh Canagarajah, 2025-09-30 This collection explores innovative ways to embody translingual practices in academic writing showcasing how multilingual authors can effectively leverage their linguistic resources in research and publication Recognizing that traditional academic writing often suppresses multilingual voices this book advocates for a decolonized approach that embraces diverse linguistic expressions and knowledge representations for social change This volume features perspectives from scholars across various disciplines and linguistic backgrounds presenting their unique visions of discursive rhetorical and linguistic diversity in academic writing Each chapter showcases its respective author's critical reflections on their language choices This book offers a counterpoint to existing literature by making the case for the register known as academic English as a form both open to change and possible for accommodating diversity empowering scholars to negotiate the register's norms around their own languages and establish spaces for their own unique voices and identities This book serves as a valuable resource for graduate students faculty and scholars interested in academic writing TESOL composition studies language teaching and learning and applied linguistics

Academic Writing in Europe: Empirical Perspectives

Josef Schmied, 2011-05-05 The need for a comparative empirical approach to academic writing has become evident during the development of new MA and PhD programmes in the so called Bologna process where academic skills components had to be included This is not only because more and more students even at postgraduate levels seem to lack the skills that have been taken for granted for a long time at European universities or that were considered part of the autonomous efforts of young scholars themselves and not the responsibility of their teachers This is also because with the further expansion of English as THE language of science and international cooperation during the last few decades new challenges and

opportunities have arisen for English specialists On the one hand there seems to be a standardising trend in international writing that discourages national styles and traditions in specific disciplines and genres that scholars need to be aware of if they want to take part successfully in international science discourse On the other hand English departments and English graduates in Europe may be able to prove their usefulness by research and teaching in the expanding field of academic writing

WAC and Second Language Writers Terry Myers Zawacki, Michelle Cox, 2014-05-14 Editors and contributors pursue the ambitious goal of including within WAC theory research and practice the differing perspectives educational experiences and voices of second language writers The chapters within this collection not only report new research but also share a wealth of pedagogical curricular and programmatic practices relevant to second language writers Representing a range of institutional perspectives including those of students and faculty at public universities community colleges liberal arts colleges and English language schools and a diverse set of geographical and cultural contexts the editors and contributors report on work taking place in the United States Asia Europe and the Middle East

Grammatical Complexity in Academic English Douglas Biber, Bethany Gray, 2016-05-26 Grammatical Complexity in Academic English uses corpus based analyses to challenge a number of dominant stereotypes and assumptions within linguistics Biber and Gray tackle the nature of grammatical complexity demonstrating that embedded phrasal structures are as important as embedded dependent clauses The authors also overturn ingrained assumptions about linguistic change showing that grammatical change occurs in writing as well as speech This work establishes that academic writing is structurally compressed rather than elaborated that it is often not explicit in the expression of meaning and that scientific academic writing has been the locus of some of the most important grammatical changes in English over the past 200 years rather than being conservative and resistant to change Supported throughout with textual evidence this work is essential reading for discourse analysts sociolinguists and applied linguists as well as descriptive linguists and historical linguists

Stance and Voice in Written Academic Genres Carmen Sancho Guinda, 2012-09-24 Stance and Voice in Written Academic Genres brings together a range of perspectives on two of the most important and contested concepts in applied linguistics stance and voice International experts provide an accessible yet authoritative introduction to key issues and debates surrounding these terms

Advances in Corpus-based Research on Academic Writing Ute Römer, Viviana Cortes, Eric Friginal, 2020-02-15 This volume showcases some of the latest research on academic writing by leading and up and coming corpus linguists The studies included in the volume are based on a wide range of corpora spanning first and second language academic writing at different levels of writing expertise containing texts from a variety of academic disciplines and sub disciplines and of different academic registers Particularly novel aspects of the collection are the inclusion of research that combines rhetorical moves with multi dimensional analysis studies that cover both fixed and variable phraseological items lexical bundles phrase frames constructions and work that is based on corpora of English as an academic lingua franca Going beyond merely summarizing their findings the authors also

discuss what their research means for academic writing practice and pedagogical settings The volume will be of interest to researchers students and teachers who would like to expand their knowledge of how academic writing functions and what it looks like in a variety of contexts The Routledge Handbook of English for Academic Purposes Ken Hyland, Philip Shaw, 2016-01-29 The Routledge Handbook of English for Academic Purposes provides an accessible authoritative and comprehensive introduction to English for Academic Purposes EAP covering the main theories concepts contexts and applications of this fast growing area of applied linguistics Forty four chapters are organised into eight sections covering Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world each chapter focuses on a different area of EAP and provides a state of the art review of the key ideas and concepts Illustrative case studies are included wherever possible setting out in an accessible way the pitfalls challenges and opportunities of research or practice in that area Suggestions for further reading are included with each chapter The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English Applied Linguistics and TESOL **Teaching Academic Writing as a Discipline-Specific Skill in Higher Education** Ezza, El-Sadig Y., Drid, Touria, 2019-12-27 It is now held that writing influences and is influenced by the discipline where it occurs The representations that writers employ to produce and comprehend texts are said to be sensitive to the specificities of their disciplinary discourse communities This exposes writers to divergent disciplinary demands and expectations on what counts as good and appropriate writing in terms of generic structure discourse features and stylistic preferences reflecting dissimilar practices Because of such exigencies academic writing seems at times to be very challenging especially for novice scholars Thus any attempt to perceive the function of academic writing in higher education or to evaluate its quality should not discard the shaping force of the disciplines Teaching Academic Writing as a Discipline Specific Skill in Higher Education is a critical scholarly resource that examines the role of writing within academic circles and the disciplinary practices of writing in scholastic environments The book will also explore the particular difficulties that confront writers in the disciplines as well as the endeavors of educational institutions to develop discipline specific writing traditions among practicing and novice scholars Featuring a range of topics such as blended learning data interpretation and knowledge construction this book is essential for instructors academicians administrators professors researchers and students *Conference proceedings. ICT for language learning* Pixel, 2013 *Language Across Disciplines* Marc Silver, 2006 Academic discourse is the principle means by which knowledge is constituted in the world today and English is the globalized language in and through which such knowledge most often gets constructed and transmitted Be it in the form of specialized books disciplinary journals international congresses or university lectures the influence and power of such discourse is enormous Most students and scholars however concern themselves almost exclusively with what is written or said within such

discourse ignoring the often more important question of how what is written or said is expressed or received This book analyzes and contrasts ways in which writers from the disciplines of History and Economics present themselves and their knowledge claims to their readers in an attempt to understand how common lexico grammatical and pragmatic elements of texts act to persuade the readers of the knowledge claims being brought forth as well as to see how the writers position themselves as they are making these claims The work investigates the way academic writers construct disciplinary identity through display of their ideas or assumptions the persuasive forms of argumentation they employ and how they represent themselves and others in their texts In doing so it aims as well to establish the consistency and the effects of such disciplinary identity by highlighting a few of the ideological and epistemological consequences of the choices made by each of the disciplinary or discourse communities

Transforming Students into Leaders through the Literary Arts and the Social Sciences Mary Alice Trent, Don Pardlow, Peggy Stevenson Ratliff, 2020-03-24 This book offers college professors and college students as well as the general reader a variety of ideas for developing techniques for creative and critical thinking and strategic writing and reading skills Additionally some of the contributions here present strategies to help students cultivate effective interpersonal skills and foster a greater understanding of cultural diversity and skills for collaboration in a culturally inclusive workplace Along with this the book also utilizes technology in innovative ways across the curriculum In teaching language courses literature courses psychology courses or education courses each contributor cultivates through teaching and mentoring the transformation of a student into a 21st century leader

Unveiling the Magic of Words: A Report on "**Writing Academic English Across The Disciplines**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Writing Academic English Across The Disciplines**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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