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Martin Hewings

Academic Writing in Context

Implications and Applications

Papers in Honour of Tony Dudley-Evans



Academic Writing In Context Implications And Applications

Santiago Posteguillo, María José Esteve, M. Lluïsa Gea Valor



Academic Writing In Context Implications And Applications:

Academic Writing in Context Martin Hewings, 2006-08-15 Explores a number of themes of interest to those engaged in researching and teaching academic genres This book is of interest to students on Master s programmes in Teaching English as a Second Language and Applied Linguistics and to scholars researching issues of academic literacy **Academic Writing in Context** Martin Hewings, 2001 This volume explores a number of themes of current interest to those engaged in researching and teaching academic genres the social and cultural context of academic writing differences between the academic and non academic text the analysis of particular text types variation within and across disciplines and applications of theory in the teaching of writing The contributors include many of today s most influential scholars in the area of academic literacy working in a wide variety of tertiary academic contexts in Britain Finland Hong Kong Zimbabwe Australia and the United States The implications will be of relevance to all those engaged in teaching academic writing to both native and non native English speaking students in tertiary education around the world Bloomsbury Publishing *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 Scientific Discourse and the Rhetoric of Globalization Carmen Pérez-Llantada, 2012-03-29 Examines scientific discourse using a textographic framework highlighting tensions between global and local trends in academic writing **Applied E-Learning and E-Teaching in Higher Education** Donnelly, Roisin, McSweeney, Fiona, 2008-07-31 This book presents international practices in the development and use of applied e Learning and e Teaching in the classroom in order to enhance student experience add value to teaching practices and illuminate best practices in the area of e Assessment This book provides insight into e Learning and e Teaching practices while exploring the roles of academic staff in adoption and application Provided by publisher Teaching and Learning

Source-Based Writing Rosemary Wette, 2023-09-21 This volume brings together significant findings approaches and research based pedagogies on teaching and learning source based writing A comprehensive update to the field this book presents source based writing as an essential skill that comes with its own specific set of challenges requiring a complex set of literacy skills and capabilities for mastery With contributors from leading scholars from around the world the volume addresses source based writing as a developmental issue and offers guidance for supporting novice academic writers on their path toward proficiency and accumulation of multifaceted skill set Chapters cover key topics including metacognitive skills the flipped classroom scaffolding assessment and ethical considerations With research reviews practical considerations and future directions as components of each chapter this book is ideal for courses on academic writing and second language writing

Handbook of Second and Foreign Language Writing Rosa M. Manchón, Paul Kei Matsuda, 2016-09-12 The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers professionals and graduate students It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements and as a prospective critical analysis of what lies ahead in terms of theory research and applications Accordingly the Handbook aims to provide i foundational information on the emergence and subsequent evolution of the field ii state of the art surveys of available theoretical and research basic and applied insights iii overviews of research methods in L2 writing research iv critical reflections on future developments and v explorations of existing and emerging disciplinary interfaces with other fields of inquiry

Academic Voices Kjersti Fløttum, Trine Gedde-Dahl, Torodd Kinn, 2006-01-01 This book explores how the voices of authors and other researchers are manifested in academic discourse and how the author handles the polyphonic interaction between these various parties It represents a unique study of academic discourse in that it takes a doubly contrastive approach focusing on the two factors of discipline and language at the same time It is based on a large electronic corpus of 450 research articles from three disciplines economics linguistics and medicine in three languages English French and Norwegian The book investigates whether disciplines and languages may be said to represent different cultures with regard to person manifestation in the texts What is being studied is thus cultural identities as tendencies in linguistic practices For the majority of the features focused on e g metatext and bibliographical references the discipline factor turns out to contribute more strongly to the variation observed than the language factor However for some of the features e g pronouns and negation the language factor is also quite strong Additional background information on the investigations reported in this book can be found at www.uib.no/kiap

University Language Douglas Biber, 2006-06-01 University students must cope with a bewildering array of registers not only to learn academic content but also to understand course expectations and requirements While many previous studies have investigated academic writing we know comparatively little about academic speech and no linguistic study to date has

investigated the range of academic and advising management registers that students encounter This book is a first step towards filling this gap Based on analysis of the T2K SWAL Corpus the book describes university registers from several different perspectives including vocabulary patterns the use of lexico grammatical and syntactic features the expression of stance the use of extended collocations lexical bundles and a Multi Dimensional analysis of the overall patterns of register variation All linguistic patterns are interpreted in functional terms resulting in an overall characterization of the typical kinds of language that students encounter in university registers academic and non academic spoken and written *Academic Writing and Genre* Ian Bruce,2008-04-07 *Academic Writing and Genre* is a cutting edge monograph that focuses on the use of genre based approaches to teaching academic writing Genre based courses enable second language learners to integrate their linguistic organisational and contextual knowled

A Pathway Between Academic and ESL Classes Nur Yigitoglu,2008

Carleton Papers in Applied Language Studies ,2003 □□□□ □□,2009 **Forthcoming Books**

Rose Army,2003 Citation and Academic Careers Yuying Zhang,2004 **Constructing Professional Discourse**

Concepción Orna-Montesinos,2012 This book explores the fascinating role that language plays in the construction of non verbal objects by mapping out the ontological meaning of the specialised concepts and the domain specific knowledge embedded in them In doing so it provides a comprehensive linguistic insight into the discourse of professional domain specific communities and hence into the communication practices and procedures of those communities In this respect the book offers a response to the claims made by many of the most influential applied linguists today such as Vijay Bhatia 1993 2004 John Swales 1990 2004 or Ken Hyland 2002 among others who have consistently defended the need for applied linguistic research into the textual generic and social perspectives on the under researched interrelatedness of the discoursal and professional practices of a discipline Specifically this book provides readers with an integrative multi perspective approach to the study of professional domain specific discourses While it mainly draws on the tenets of genre theory and discourse semantics it also nurtures from the theoretical and empirical foundations of applied linguistics cognitive linguistics corpus linguistics and ontological engineering The book starts from the analysis of domain specific texts as final written products with specific lexico grammatical semantic and rhetorical features to later enquire into the written products as textual artefacts closely linked to the social context of production and interpretation of the text This integrative approach provides fresh new insights into the way the processes of writing are affected by the community specific institutional and socio historical circumstances in which domain specific texts are produced **American Book Publishing Record** ,2003

The Texture of Internet Santiago Posteguillo,María José Esteve,M. Lluïsa Gea Valor,2007 Internet and Information and Communication Technologies represent the largest network of human online communication ever Language is the material that enables communication to flow in this ever growing digital world of emails webs blogs and SMS messages And language as always transforms itself to meet the rapid demands of this virtual universe As a result a myriad of changes have occurred

and are continuously occurring in the language of Internet users The Texture of Internet explores the latest linguistic issues regarding these language transformations focusing on texting email writing website texture new digital genres such as blogs and the potential applications of Internet to specific linguistic professional settings e g translation linguistic research or language teaching This book will become a key reference for anyone interested in unveiling the intricacies of language use in our technological environment Santiago Posteguillo Mar a Jos c Esteve and Llu sa Gea Valor have compiled an excellent set of contributions from Spain United Kingdom and Hong Kong on the analysis of language use in Internet and Information and Communication Technologies They all are researchers and teachers of Languages for Specific Purposes and Linguistics at Universitat Jaume I in Castell 3 Spain Their experience in Internet language analysis has produced a most valuable volume on the matter Linguistics and Language Behavior Abstracts ,2009 Books in Print Supplement ,2002

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