

Metadiscourse Exploring Interaction In Writing Ken Hyland

The 'tribes and territories' metaphor for the cultures of academic disciplines and their roots in different knowledge characteristics has been used by those interested in university life and work since the early 1990s. This book draws together research, data and theory to show how higher education has gone through major change since then and how social theory has evolved in parallel. Together these changes mean there is a need to re-theorise academic life in a way which reflects changed contexts in universities in the twenty-first century, and so a need for new metaphors. Using a social practice approach, the editors and contributors argue that disciplines are alive and well, but that in a turbulent environment where many other forces conditioning academic practices exist, their influence is generally weaker than before. However, the social practice approach adopted in the book highlights how this influence is contextually contingent – how disciplines are deployed in different ways for different purposes and with varying degrees of purchase. This important book pulls together the latest thinking on the subject and offers a new framework for conceptualising the influences on academic practices in universities. It brings together a distinguished group of scholars from across the world to address questions such as: Have disciplines been displaced by inter-disciplinarity, having outlived their usefulness? Have other forces acting on the academy pushed disciplines into the background as factors shaping the practices of academics and students there? How significant are disciplinary differences in teaching and research practices? What is their significance in other areas of work in universities? This timely book addresses a pressing concern in modern education, and will be of great interest to university professionals, managers and policy-makers in the field of higher education.

Social media such as microblogging services and social networking sites are changing the way people interact online and search for information and opinions. This book investigates linguistic patterns in electronic discourse, looking at online evaluative language, Internet slang, memes and ambient affiliation using a large Twitter corpus (over 100 million tweets) alongside specialized case studies. The author argues that we are currently witnessing a cultural movement from online conversation to what can be termed 'searchable talk' - online talk where people affiliate by making their discourse findable (for example, via metadata such as Twitter hashtags) by others holding similar interests. This cutting edge text will be of interest to all scholars and students dealing with electronically mediated discourse.

This book provides an accessible introduction to metadiscourse, discussing its role and importance in written communication. It explores examples from a wide range of texts from business, journalism, academia and student writing to present a new theory of metadiscourse. The final section of the book explores the importance of metadiscourse for teachers and students, and details its practical advantages and applications in the writing class. Accessibly written and packed with examples, Metadiscourse is an essential introduction for students of applied linguistics, language teachers and academics.

Improving the way that technology is transferred from laboratory to marketplace is central to improving American productivity and competitiveness in a global economy. In this provocative analysis, Stephen Doheny-Farina shows that the technical and commercial processes of turning technologies into products are, in significant ways, communication processes. He explores the key role that technical communicators must play in the movement of technology from expert designers and developers to users. Several lengthy case studies illustrate the rhetorical issues involved in technology transfers as well as the rhetorical barriers to their success. Doheny-Farina argues that processes typically called information transfer and technology transfer are not transfers at all but instead are series of personal constructions and reconstructions of knowledge, expertise, and technologies by the participants attempting to adapt technological innovations for social uses. Underscoring the rhetorical nature of any technology transfer, the case studies describe the powerful effect that a startup company's business plan can have on its future (including the many factors that surround the writing of a business plan), the rhetorical barriers to the transfer of an experimental artificial heart from a university research hospital to a biomedical products manufacturer, and two compelling situations that call for the inclusion of technical writers in new product development from its inception. A final chapter focuses on the important elements in the education of technical communicators and an appendix discusses classroom applications and includes a fictional case incorporating issues of intraorganizational barriers to collaboration in the new product development process. Stephen Doheny-Farina is Assistant Professor in the Technical Communications Department at Clarkson University. His previous book, *Effective Documentation* received the 1989 Award for the Best Collection of Essays, the National Council of Teachers of English Awards for Scientific and Technical Communication.

Writing is not just about conveying 'content' but also about the representation of self. (One of the reasons people find writing difficult is that they do not feel comfortable with the 'me' they are portraying in their writing. Academic writing in particular often poses a conflict of identity for students in higher education, because the 'self' which is inscribed in academic discourse feels alien to them.) The main claim of this book is that writing is an act of identity in which people align themselves with socio-culturally shaped subject positions, and thereby play their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interests which they embody. The first part of the book reviews recent understandings of social identity, of the discursive construction of identity, of literacy and identity, and of issues of identity in research on academic writing. The main part of the book is based on a collaborative research project about writing and identity with mature-age students, providing: - a case study of one writer's dilemmas over the presentation of self; - a discussion of the way in which writers' life histories shape their presentation of self in writing; - an interview-based study of issues of ownership, and of accommodation and resistance to conventions for the presentation of self; - linguistic analysis of the ways in which multiple, often contradictory, interests, values, beliefs and practices are inscribed in discourse conventions, which set up a range of possibilities for self-hood for writers. The book ends with

implications of the study for research on writing and identity, and for the learning and teaching of academic writing. The book will be of interest to students and researchers in the fields of social identity, literacy, discourse analysis, rhetoric and composition studies, and to all those concerned to understand what is involved in academic writing in order to provide wider access to higher education.

Academic discourse is a rapidly growing area of study, attracting researchers and students from a diverse range of fields. This is partly due to the growing awareness that knowledge is socially constructed through language and partly because of the emerging dominance of English as the language of scholarship worldwide. Large numbers of students and researchers must now gain fluency in the conventions of English language academic discourses to understand their disciplines, establish their careers and to successfully navigate their learning. This accessible and readable book shows the nature and importance of academic discourses in the modern world, offering a clear description of the conventions of spoken and written academic discourse and the ways these construct both knowledge and disciplinary communities. This unique genre-based introduction to academic discourse will be essential reading for undergraduate and postgraduate students studying TESOL, applied linguistics, and English for Academic Purposes.

Preaching is a relational act. This book explores the relationship between the preacher and the assembly as a spousal relationship. Written by a parish pastor with a doctorate in preaching and rooted in the Roman Catholic notion of the priest as bridegroom of the church, this work examines characteristics of the spousal relationship between husband and wife and then provides an analysis of the ministerial priesthood through this nuptial lens. This nuptial reflection on the ministerial priesthood is then applied to preaching. This book presents a nuptial hermeneutic or vision for preaching and the implications of this vision for the assembly, the preacher, the homily, and the homiletical method. The appendices include a one-page strategy for preaching summarizing the homiletical method, a rubric for homily evaluation by members of the assembly, and two sample homilies.

Taking metadiscourse as their starting point, the articles in this book focus both on the interactive and cross-cultural aspects of written texts in varying genres. They compare and contrast rich data from an intriguing mixture of languages to substantially advance our understanding of the communicative nature of written texts.

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.

First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Second language students not only need strategies for drafting and revising to write effectively, but also a clear understanding of genre so that they can appropriately structure their writing for various contexts. Over that last decade, increasing attention has been paid to the notion of genre and its central place in language teaching and learning. Genre and Second Language Writing enters into this important debate, providing an accessible introduction to current theory and research in the area of written genres- and applying these understandings to the practical concerns of today's EFL/ESL classroom. Each chapter includes discussion and review questions and small-scale practical research activities. Like the other texts in the popular Michigan Series on Teaching Multilingual Writers, this book will interest ESL teachers in training, teacher educators, current ESL instructors, and researchers and scholars in the area of ESL writing.

Even though metadiscourse has recently received considerable attention, most research revolves around written, not spoken, metadiscourse. This book studies spoken metadiscourse in two academic genres in the engineering field, the lecture and the peer seminar. It examines what motivates metadiscourse and how engineering academics resort to different types of metadiscourse when they address different audiences. Based on relevance theory (RT), this study provides a socio-cognitive framework within which metadiscourse is analysed. The author draws on RT's generic concept of cognitive environment and uses it to describe the academic context in particular. This theoretical perspective provides novel insights into motivations, abilities and preferences of engineering academics when using metadiscourse in the two genres under study.

This book extends the scope and coverage of genre theory, giving more emphasis to what is known as pragmatic space; in other words it integrates the study of discourse at the textual level with the study of how that discourse operates in its social context. 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.

Examining the ways in which the media represents language-related issues and how it shapes and constructs what people think language is, this book offers a multilingual survey of the construction of language in and by the media. Tackling the big issues of identity, gender, youth, citizenship, politics and ideology across a range of mediums including television, radio, newspapers, magazines and the internet, Language in the Media brings together an international team of experts to examine how the media gives language distinctive forms and values. This is an essential text for students and researchers of sociolinguistics or language and communication. At a time when trust in the mainstream media is at an all-time low and world leaders are using new media to deride so called 'fake news', this classic text offers insight and critical analysis into the key issues surrounding the relationship between language, the media and its audience.

This text is a highly accessible and authoritative approach to the theory and practice of teaching writing to students of English. This book is an accessible and authoritative approach to the theory and practice of teaching writing to students of English. It sets out the key issues in second language writing instruction to offer both pre-service and in-service teachers a guide to writing instruction grounded in current theory and research. The author takes the stance that student writers not only need realistic strategies for drafting and revising, but also a clear understanding of genre to structure their writing experience according to the demands and constraints of particular target contexts. This book will be extremely useful to prospective and practicing teachers alike.

This book is about metadiscourse, the rhetorical acts used by authors as they talk with readers in order to guide rather than inform them and

build solidarity. Metadiscourse in use is illustrated by a variety of written texts spanning the period from 500 B.C. to the present. Perspectives from rhetoric, speech communication, linguistics, literature, philosophy, and psychology are used to begin building a theory of metadiscourse. The theory is tested with two empirical studies having practical classroom applications: a descriptive analysis of metadiscourse use in social studies school and non-school texts and an experimental study of the effects of metadiscourse on students' learning and attitudes.

The first book length treatment of signalling nouns in academic English that combines discourse and corpus-based approaches.

Routledge Applied Linguistics is a series of comprehensive resource books, providing students and researchers with the support they need for advanced study in the core areas of English Language and Applied Linguistics. Each book in the series guides readers through three main sections, enabling them to explore and develop major themes within the discipline. Section A, Introduction, establishes the key terms and concepts and extends readers' techniques of analysis through practical application. Section B, Extension, brings together influential articles, sets them in context, and discusses their contribution to the field. Section C, Exploration, builds on knowledge gained in the first two sections, setting thoughtful tasks around further illustrative material. This enables readers to engage more actively with the subject matter and encourages them to develop their own research responses. Throughout the book, topics are revisited, extended, interwoven and deconstructed, with the reader's understanding strengthened by tasks and follow-up questions. English for Academic Purposes: introduces the major theories, approaches and controversies in the field gathers together influential readings from key names in the discipline, including: John Swales, Alasair Pennycook, Greg Myers, Brian Street and Ann Johns provides numerous exercises as practical study tools that encourage in students a critical approach to this subject. Written by an experienced teacher and researcher in the field, English for Academic Purposes is an essential resource for students and researchers of Applied Linguistics.

Student Writing presents an accessible and thought-provoking study of academic writing practices. Informed by 'composition' research from the US and 'academic literacies studies' from the UK, the book challenges current official discourse on writing as a 'skill'. Lillis argues for an approach which sees student writing as social practice. The book draws extensively on a three-year study with ten non-traditional students in higher education and their experience of academic writing. Using case study material - including literacy history interviews, extended discussions with students about their writing of discipline specific essays, and extracts from essays - Lillis identifies the following as three significant dimensions to academic writing: * Access to higher education and to its language and literacy representational resources * Regulation of meaning making in academic writing * Desire for participation in higher education and for choices over ways of meaning in academic writing. Student Writing: access, regulation, desire raises questions about why academics write as they do, who benefits from such writing, which meanings are valued and how, on what terms 'outsiders' get to be 'insiders' and at what costs.

Literacy and Development is a collection of case studies of literacy projects around the world. The contributors present their in-depth studies of everyday uses and meanings of literacy and of the literacy programmes that have been developed to enhance them. Arguing that ethnographic research can and should inform literacy policy in developing countries, the book extends current theory and itself contributes to policy making and programme building. A large cross-section of society is covered, with chapters on Women's literacy in Pakistan, Ghana, and Rural Mali, literacy in village Iran, and an 'Older Peoples' Literacy Project. This international collection includes case studies from: Peru, Pakistan, India, South Africa, Bangladesh, Mali, Nepal, Iran, Eritrea, Ghana.

Metadiscourse Exploring Interaction in Writing Bloomsbury Publishing

The relationship of supervisor to student has traditionally been seen as one of apprenticeship, in which much learning is tacit, with the expectation that the student will become much like the tutor. The changing demographics of higher education in conjunction with imperatives of greater accountability and support for research students have rendered this scenario both less likely and less desirable and unfortunately many supervisors are challenged by the task of guiding non-native speaker students to completion. This handbook is the ideal guide for all supervisors working with undergraduate and postgraduate non-native speaker students writing a thesis or dissertation in English as it explicitly unpacks thesis writing, using language that is accessible to research supervisors from any discipline.

This is the new edition of Discourse Analysis: An Introduction, an accessible and widely-used introduction to the analysis of discourse. In its 10 chapters the book examines different approaches to discourse, looking at discourse and society, discourse and pragmatics, discourse and genre, discourse and conversation, discourse grammar, corpus-based approaches to discourse and critical discourse analysis. The book includes the following features: -A full companion website, featuring student and lecturer resources -A new chapter on multimodal discourse analysis -Chapter summaries outlining the key areas covered -Updated examples drawn from film, television, the media and everyday life -Explanations of technical terms in each chapter -Discussion tasks and data analysis projects at the end of each chapter -Student exercises and answer keys for each chapter -Suggestions for further reading This engagingly written introduction to discourse analysis is essential for students encountering discourse analysis for the first time, whether at undergraduate or postgraduate level. It should be on every reading list.

Why do engineers "report" while philosophers "argue" and biologists "describe"? In the Michigan Classics Edition of Disciplinary Discourses: Social Interactions in Academic Writing, Ken Hyland examines the relationships between the cultures of academic communities and their unique discourses. Drawing on discourse analysis, corpus linguistics, and the voices of professional insiders, Ken Hyland explores how academics use language to organize their professional lives, carry out intellectual tasks, and reach agreement on what will count as knowledge. In addition, Disciplinary Discourses presents a useful framework for understanding the interactions between writers and their readers in published academic writing. From this framework, Hyland provides practical teaching suggestions and points out opportunities for further research within the subject area. As issues of linguistic and rhetorical expression of disciplinary conventions are becoming more central to teachers, students, and researchers, the careful analysis and straightforward style of Disciplinary Discourses make it a remarkable asset. The Michigan Classics Edition features a new preface by the author and a new foreword by John M. Swales.

This book explores how academics publically evaluate each others' 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.

Academic Discourse presents a collection of specially commissioned articles on the theme of academic discourse. Divided into sections covering the main approaches, each begins with a state of the art overview of the approach and continues with exemplificatory empirical studies. Genre analysis, corpus linguistics, contrastive rhetoric and ethnography are comprehensively covered through the analysis of various academic genres: research articles, PhD theses, textbooks, argumentative essays, and business cases. Academic Discourse brings together state-of-the art analysis and theory in a single volume. It also features: - an introduction which provides a survey and rationale for the material - implications for pedagogy at the end of each chapter- topical review articles with example studies- a glossary The breadth of critical writing, and from a wide geographical spread, makes Academic Discourse a fresh and insightful addition to the field of discourse analysis.

Textual Interaction provides a clear and cogent account of written discourse analysis. Each chapter introduces key concepts and analytical techniques, describes important parallel work and major issues, and suggests how to apply the ideas to the teaching and learning of reading and writing. In this activity-based book, Hoey analyzes a wide variety of narrative texts and argues that, in

the interaction between writer and reader, the reader has as much power as the writer.

This book addresses an important aspect of how language is used in written communication: the ways that writers reflect on their texts to refer to themselves, their readers or the text itself. This is known as METADISCOURSE. Metadiscourse is a key resource in language, as it allows the writer to engage with readers in familiar and expected ways. Writers use the devices of metadiscourse to adjust the level of personality in their texts, to offer a representation of themselves and their arguments. This helps the reader organise, interpret and evaluate the information presented in the text. Metadiscourse is therefore crucial to successful communication. Knowing how to identify metadiscourse as a reader is a key skill to be learnt by students of discourse analysis. Learning how to use metadiscourse in writing is an important tool for students of academic writing in both the L1 and L2 context. This book has four main purposes: - to provide an accessible introduction to metadiscourse, discussing its role and importance in written communication and reviewing current thinking on the topic. - to explore examples of metadiscourse in a range of texts from business, academic, journalistic, and student writing - to offer a new theory of metadiscourse - to show the relevance of this theory to students, academics and language teachers.

First released in 2005, Ken Hyland's Metadiscourse has become a canonical account of how language is used in written communication. 'Metadiscourse' is defined as the ways that writers reflect on their texts to refer to themselves, their readers or the text itself. It is a key resource in language as it allows the writer to engage with readers in familiar and expected ways and as such it is an important tool for students of academic writing in both the L1 and L2 context. This book achieves for main goals: - to provide an accessible introduction to metadiscourse, discussing its role and importance in written communication and reviewing current thinking on the topic - to explore examples of metadiscourse in a range of texts from business, academic, journalistic, and student writing - to offer a new theory of metadiscourse - to show the relevance of this theory to students, academics and language teachers The book shows how writers use the devices of metadiscourse to adjust the level of personality in their texts, to offer a representation of themselves and their arguments. It shows how these tools help the reader organise, interpret and evaluate the information presented in the text. Knowing how to identify metadiscourse as a reader is a key skill to be learnt by students of discourse analysis and this book makes this a central goal.

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. The pervasive phenomenon of metadiscourse – commentary on the ongoing discourse – is beginning to take its rightful place among the major topics of discourse studies. This book makes simultaneous contributions to the theory of metadiscourse, corpus-based methods of studying such phenomena, and our knowledge of metadiscourse use in written English. After comprehensively reviewing previous research, it introduces a more rigorous and empirical approach to metadiscourse studies. Ädel presents a new model of metadiscourse based on Jakobson's functions of language, and other conceptual tools, including explicit features for defining metadiscourse, a taxonomy of the functions it serves, and maps of the boundaries between it and related phenomena. A large-scale study of writing by L1 and L2 university students is presented, in which the L2 speakers' overuse of metadiscourse strongly marks them as lacking in communicative competence. This work is of interest both to linguists and to educators concerned with writing in English.

Helping Doctoral Students Write offers a proven approach to effective doctoral writing. By treating research as writing and writing as research, the authors offer pedagogical strategies for doctoral supervisors that will assist the production of well-argued and lively dissertations. It is clear that many doctoral candidates find research writing complicated and difficult, but the advice they receive often glosses over the complexities of writing and/or locates the problem in the writer. Kamler and Thomson provide a highly effective framework for scholarly work that is located in personal, institutional and cultural contexts. The pedagogical approach developed in the book is based on the notion of writing as a social practice. This approach allows supervisors to think of doctoral writers as novices who need to learn new ways with words as they enter the discursive practices of scholarly communities. This involves learning sophisticated writing practices with specific sets of conventions and textual characteristics. The authors offer supervisors practical advice on helping with commonly encountered writing tasks such as the proposal, the journal abstract, the literature review and constructing the dissertation argument. The first edition of this book has helped many academics and thousands of research students produce better written material. Now fully updated the second edition includes: Examples from a broader range of academic disciplines A new chapter on writing from the thesis for peer reviewed journals More advice on reading and note taking, performance and conferences, Further information on developing a personal academic writing style, and Advice on the use of social media (blogs, tweets and wikis) to create trans-disciplinary and trans-national networks and conversations. Their discussion of the complexities of forming a scholarly identity is illustrated throughout by stories and writings of actual doctoral students. In conclusion, they present a persuasive and proven argument that universities must move away from simply auditing supervision to supporting the development of scholarly research communities. Any supervisor keen to help their students develop as academics will find the ideas and practical solutions presented in this book fascinating and insightful reading.

`This book is as rich and varied a guide to the latest developments in discourse analysis as you are likely to find. The book has an all-encompassing coverage, a genuinely international cast list of contributors, numerous new and subtly

inflected approaches to the topic and embraces a range of methods of doing discourse analysis in both theory and practice. It is clearly written, consistently authoritative and obviously edited with care and wisdom. It is a book that brilliantly underlines how central and fundamental discourse analysis is to so many fields of enquiry.' Professor Ronald Carter, School of English Studies, University of Nottingham, UK This companion offers a comprehensive and accessible reference resource to research in contemporary discourse studies. In 21 chapters written by leading figures in the field, the volume provides readers with an authoritative overview of key terms, methods and current research topics and directions. The volume covers all the most important issues, concepts, movements and approaches in the field and features a glossary of key terms. It is the complete resource for postgraduate students and researchers working within discourse studies, applied linguistics, TESOL and the social sciences.

Contemporary research into written academic discourse has become increasingly polarised between two approaches: corpus linguistics and discourse analysis. This volume presents a selection of recent work by experts in academic written discourse, and illustrates how corpus linguistics and discourse analysis can work as complementary approaches. The overall introduction sets the volume against the backdrop of current work in English for Academic Purposes, and introductions to the each section draw out connections between the chapters and put them into context. The contributors are experts in the field and they cover both novice and expert examples of EAP. The book ends with an afterword that provides an agenda-setting closing perspective on the future of EAP research. It will appeal to reserachers and postgrduates in applied linguistics, corpus linguistics, discourse analysis and EAP.

Shows how a person's first language and culture influence writing in a second language.

From the Man Booker Prize-winning author of *The Finkler Question* and *J*, and one of "our funniest writers alive" (Allison Pearson): a wickedly observed novel of old age and new love. At the age of ninety-something, Beryl Dusingbery is forgetting everything—including her own children. Her tongue, meanwhile, remains as sharp as ever. She spends her days stitching macabre messages into her needlework and tormenting her two long-suffering carers with tangled stories of her love affairs. Shimi Carmelli can do up his own buttons, walk without the aid of a frame, and speak without spitting. Among the widows of North London, he's whispered about as the last of the eligible bachelors. Unlike Beryl, he forgets nothing—especially not the shame of a childhood incident that has hung over him ever since. There's very little life remaining for either of them, but perhaps just enough to heal some of the hurt inflicted along the way and find new meaning in what's left. Could this be their chance to live a little? Told with Jacobson's trademark wit and style, *Live a Little* is equal parts funny, irreverent, and tender—a novel to make you consider all the paths not taken, and whether you could still change course. Advance praise for *Live a Little* "One of the great comic geniuses of our time."—Lit Hub "A tender story of unlikely love . . . Jacobson treats with compassion the dilemma of old age. . . . Wise, witty, and deftly crafted."—Kirkus Reviews (starred review) "For all of its moments of bleakness, and the occasional flicker of genuine terror, it's rarely less than bitterly funny in its determination to face up to the obliteration that awaits us all."—The Guardian "What a relief to come on a novel which invites you to smile and even laugh."—The Scotsman "The novel's brilliant cover tells it all: hearts and skulls, love and death."—The Jewish Chronicle "A thoroughly enjoyable read. For a literature snob and a language obsessive . . . there is a lot to feast on . . . for someone looking for an emotionally honest storyline, the book also delivers. *Live a Little* is about growing old, but it's also about gender, race, love and politics."—Independent "Tender and funny."—Grazia

Academic writing is rhetorical and culturally conditioned. What in one culture appears as effective and proper, can in a new cultural context look like chaotic writing and sloppy thinking. To discover the ways in which such impressions are made, we need careful textual analysis of academic writing in different cultural contexts. This book takes a textlinguistic approach and contrasts academic journal articles in a large and dominant culture (Anglo-American), a small and peripheral one (Finnish), and the intercultural products of the small culture members writing in the dominant language (Finns in English). The results indicate that academics do have culture-specific writing styles, and that textlinguistic tools are crucial if we want to expand our understanding of written communication.

The second edition of this successful text provides an ideal introduction for university students of English at the intermediate level. Students planning papers, dissertations or theses will find the book a particularly valuable guide. After introducing corpora and the rationale and basic methodology of corpus linguistics, the authors present a number of recent case studies providing new insights into vocabulary, collocations, phraseology, metaphor and metonymy, syntactic structures, male and female language, and language change. A final chapter shows how the web and social media can be used as a source for linguistic investigations and contains information on how to compile your own corpus. Each chapter includes study questions, exercises and updated suggestions for further reading.

[Copyright: b763a69677ac2b9a77508f75abf3440c](https://doi.org/10.1017/9781108750875)