



Komplex vizsga: Tudományos diskurzus

1 A tudományos diskurzus szintaktikai és lexikai jellemzői. Mellékmondatok és komplex főnévi szerkezetek. Nominalizáció

Biber, D. – Conrad, S. (2019). *Register, genre and style*. 2. kiadás. Cambridge University Press. 111–148.

Biber, D. – Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. *Journal of English for Academic Purposes*, 9(1), 2–20.
doi:10.1016/j.jeap.2010.01.001

Coxhead, A. (2000). The New Academic Word List. *TESOL Quarterly*, 34(2), 213–238.
Letöltés helye: http://203.72.145.166/TESOL/TQD_2008/VOL_34_2.pdf

2 Kohéziós mintázatok a tudományos diskurzusban. Lexikai kohézió. Anaforikus főnevek

Flowerdew, J. – Forest, R. W. (2015). *Signalling nouns in English*. Cambridge University Press. 9–11.

Hinkel, E. (2001). Matters of cohesion in L2 academic texts. *Applied Language Learning*, 12(2), 111–132.

McGee, I. (2008). Traversing the lexical cohesion minefield. *ELT Journal*, 63(3), 212–220.
doi:10.1093/elt/ccn040

Zamel, V. (1983). Teaching those missing links in writing. *ELT Journal*, 37(1), 22–29.
doi:10.1093/elt/37.1.22

3 Diszciplináris különbségek a tudományos diskurzusban. IMRD-szerkezet, CARS-modell, retorikai mozzanatstruktúra

Cortes, V. (2013). The purpose of this study is to: Connecting lexical bundles and moves in research article introductions. *Journal of English for Academic Purposes*, 12(1), 33–43.

Hyland, K. (2010). Constructing proximity: Relating to readers in popular and professional science. *Journal of English for Academic Purposes*, 9(2), 116–127.

Hyland, K. (2011). Disciplines and discourses: Social interactions in the construction of knowledge. In: Starke-Meyerring, Doreen – Paré, Anthony – Artemeva, Natasha – Horne, Miriam – Yousoubova, Larissa (szerk.) *Writing in Knowledge Societies*. West Lafayette, IN, U.S.A.: Parlor Press and the WAC Clearinghouse, 193–214.

Staples, S. – Egbert, J. – Biber, D. – Gray, B. (2016). Academic writing development at the university level: Phrasal and clausal complexity across level of study, discipline, and genre. *Written Communication*, 33(2), 149–183.



4 Szóbeli tudományos műfajok

- Allison, D. – Tauroza, S. (1995). The effect of discourse organisation on lecture comprehension. *English for Specific Purposes*, 14(2), 157–173.
- Basturkmen, H. (2002). Negotiating meaning in seminar-type discussion and EAP. *English for Specific Purposes*, 21, 233–242.
- Morell, T. (2015). International conference paper presentations: A multimodal analysis to determine effectiveness. *English for Specific Purposes*, 37, 137–150.
- Simpson, R. (2004). Stylistic features of academic speech. In: Ulla Connor – Thomas A. Upton (szerk.) *Discourse in the professions: Perspectives from corpus linguistics*. 37–64.

5 Tudományos integritás. Hivatkozási gyakorlatok. Plágium

- Lee, J. J. – Hitchcock, C. – Casal, J. E. (2018). Citation practices of L2 university students in first-year writing: Form, function, and stance. *Journal of English for Academic Purposes*, 33, 1–11. <https://doi.org/10.1016/j.jeap.2018.01.001>
- Liu, D. (2005). Plagiarism in ESOL students: Is cultural conditioning truly the major culprit? *ELT Journal*, 59(3), 234–241.
- Sowden, C. (2005). Plagiarism and the culture of multilingual students in higher education abroad. *ELT Journal*, 59(3), 226–233.
- Sowden, C. (2005). Reply to Dilin Liu, *ELT Journal*, 59(3), 242–243.

6 Tudományos közösségek: szakértők és pályakezdők, anyanyelvi és nem anyanyelvi beszélők

- Aull, L. L. – Lancaster, Z. (2014). Linguistic markers of stance in early and advanced academic writing: A corpus-based comparison. *Written Communication*, 31(2), 151–183. <https://doi.org/10.1177/0741088314527055>
- Hinkel, E. (2003). Simplicity with elegance: Features of sentences in L1 and L2 academic texts. *TESOL Quarterly*, 37(2), 275–301.
- Hinkel, E. (2004). Tense, aspect and the passive voice in L1 and L2 academic texts. *Language Teaching Research*, 8(1), 5–29.
- Staples, S. – Egbert, J. – Biber, D. – Gray, B. (2016). Academic writing development at the university level: Phrasal and clausal complexity across level of study, discipline, and genre. *Written Communication*, 33(2), 149–183.

7 Kritikus írás: szerzői állásfoglalás, értékelés, a bizonytalanság és nyomatékosítás eszközei. A szakirodalmi áttekintés. Metadiskurzus

- Adel, A. (2006). *Metadiscourse in L1 and L2 English*. John Benjamins Publishing.
- Biber, D. (2006). Stance in spoken and written university registers. *Journal of English for Academic Purposes*, 5(2), 97–116.
- Hyland, K. (2000). Hedges, boosters and lexical invisibility: Noticing modifiers in academic texts. *Language Awareness*, 9(4), 179–197. doi:10.1080/09658410008667145
- Peng, J.-E. (2019). Authorial voice constructed in citation in literature reviews of doctoral theses: Variations across training contexts. *Journal of English for Academic Purposes*, 37, 11–21. doi:10.1016/j.jeap.2018.11.001