Doctoral School of Linguistics
Pazmany Peter Catholic University
2 Bertalan Lajos utca, Budapest, H-1111 Hungary

Complex examination in Academic Discourse

1 Syntactic and lexical features of academic discourse. The use of nouns. Lexical bundles.

Biber, D. & Conrad, S. (2019). *Register, genre and style.* 2nd edition. 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. Retrieved from http://203.72.145.166/TESOL/TQD_2008/VOL_34_2.pdf

2 Cohesive patterns in academic discourse. Lexical cohesion. Anaphoric nouns.

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 Disciplinary variations in academic discourse. IMRaD, moves and steps.

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 and Paré, Anthony and Artemeva, Natasha and Horne, Miriam and Yousoubova, Larissa, (eds.) *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 Oral academic genres

Allison, D. and Tauroza, S. (1995). The effect of discourse organisation on lecture comprehension. *English for Specific Purposes, 14*(2), 157–73.

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 and Thomas A. Upton, (eds.) *Discourse in the professions: Perspectives from corpus linguistics*. 37–64.

5 Academic integrity. Citation practices. Plagiarism

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 Academic communities: experts and newcomers, native and non-native speakers

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 Critical writing: Stance, evaluation, hedging and boosting. The Literature Review.

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

Ridley, D. (2012). *The Literature Review.* 2nd ed. Chapters 1, 2, 6, 7, 8, 9, 10.