English for Academic Purposes
An advanced resource book

Ken Hyland
Contents

Series editors' preface xi
Acknowledgements xiii
How to use this book xv
Introduction 1

SECTION A: INTRODUCTION 7

THEME 1: CONCEPTIONS AND CONTROVERSIES 8
Unit A1 Specific or general academic purposes? 9
Unit A2 Study skills or academic literacy? 16
Unit A3 Lingua franca or Tyrannosaurus rex? 24
Unit A4 Pragmatism or critique? 30

THEME 2: LITERACIES AND PRACTICES 37
Unit A5 Discourses, communities and cultures 38
Unit A6 Genre analysis and academic texts 46
Unit A7 Corpus analysis and academic texts 58
Unit A8 Ethnographically oriented analysis and EAP 65

THEME 3: DESIGN AND DELIVERY 72
Unit A9 Needs and rights 73
Unit A10 Development and implementation 81
Unit A11 Methodologies and materials 89
Unit A12 Feedback and assessment 99

SECTION B: EXTENSION 107

THEME 1: CONCEPTIONS AND CONTROVERSIES 108
Unit B1 Specific or general academic purposes? 109
Spack, R., *Initiating ESL students into the academic discourse community: how far should we go?* 109
Hyland, K., *Specificity revisited: how far should we go now?* 113

Unit B2 Study skills or academic literacy? 118
Lea, M.R. and Street, B.V., *Student writing and staff feedback in higher education: an academic literacies approach* 118
Contents

Unit B3 Lingua franca or *Tyrannosaurus rex?* 124
   Swales, J.M., *English as Tyrannosaurus rex* 124

Unit B4 Pragmatism or critique? 129
   Allison, D., *Pragmatist discourse and English for Academic Purposes* 129
   Pennycook, A., *Vulgar pragmatism, critical pragmatism, and EAP* 133

THEME 2: LITERACIES AND PRACTICES 138

Unit B5 Discourses, communities and cultures 139
   Myers, G., *The narratives of science and nature in popularising molecular genetics* 139
   Becher, T., *Academic tribes and territories: intellectual inquiry and the cultures of disciplines* 143
   Mauranen, A., *Contrastive ESP rhetoric: metatext in Finnish–English economics texts* 147

Unit B6 Genre analysis and academic texts 153
   Yakhontova, T., ‘Selling’ or ‘telling’? *The issue of cultural variation in research genres* 153
   Chang, Y.-Y. and Swales, J., *Informal elements in English academic writing: threats or opportunities for advanced non-native speakers?* 157

Unit B7 Corpus analysis and academic texts 163
   Hyland, K. and Milton, J., *Qualification and certainty in L1 and L2 students’ writing* 163
   Simpson, R., *Stylistic features of academic speech: the role of formulaic speech* 168

Unit B8 Ethnographically oriented analysis and EAP 174
   Chin, E., *Redefining ‘context’ in research on writing* 174

THEME 3: DESIGN AND DELIVERY 179

Unit B9 Needs and rights 180
   Benesch, S., *Rights analysis: studying power relations in an academic setting* 180

Unit B10 Development and implementation 186
   Barron, C., *Problem-solving and EAP: themes and issues in a collaborative teaching venture* 186

Unit B11 Methodologies and materials 193
   Johns, A., *Text, role and context* 193
   Flowerdew, L., *Using a genre-based framework to teach organisational structure in academic writing* 197
   Warschauer, M., *Networking into academic discourse* 202

Unit B12 Feedback and assessment 208
   Ivanic, R. et al., ‘What am I supposed to make of this?’ *The messages conveyed to students by tutors’ written comments* 208
SECTION C: EXPLORATION

THEME 1: CONCEPTIONS AND CONTROVERSIES

Unit C1 Specific or general academic purposes? 217
Unit C2 Study skills or academic literacy? 223
Unit C3 Lingua franca or *Tyrannosaurus rex*? 229
Unit C4 Pragmatism or critique? 235

THEME 2: LITERACIES AND PRACTICES

Unit C5 Discourses, communities and cultures 240
Unit C6 Genre analysis and academic texts 246
Unit C7 Corpus analysis and academic texts 254
Unit C8 Ethnographically oriented analysis and EAP 262

THEME 3: DESIGN AND DELIVERY

Unit C9 Needs and rights 277
Unit C10 Development and implementation 282
Unit C11 Methodologies and materials 293
Unit C12 Feedback and assessment 302

Glossary 311
Further reading 318
References 325
Author index 336
Subject index 336