



Contents

Preface by Josef Schmied.....	v
Foreword	viii
Acknowledgements	ix
Chapter 1: General introduction.....	1
1.1. Introduction	1
1.2. Defining academic writing	2
1.2.1. Academic writing as community practice	6
1.2.2. Levels of academic communities within EAP	8
1.3. Methodology.....	10
1.3.1. The corpus	10
1.3.2. The corpus-based approach	12
1.4. Rationale.....	17
1.5. Structure and contents of the book	17
Chapter 2: Hedging	19
2.1. Introduction	19
2.2. Why hedged academic text?	20
2.3. Hedging in Cameroon English	21
2.3.1. Epistemic modal auxiliaries.....	22
2.3.2. Epistemic adverbs.....	27
2.3.3. Epistemic adjectives	29
2.3.4. Epistemic evidential and judgement verbs	30
2.3.5. Epistemic nouns.....	31
2.3.6. Approximators	32
2.4. Summary.....	33
Chapter 3: Lexical bundles.....	35
3.1. Introduction	35
3.2. Identification of lexical bundles	36
3.3. Lexical bundles in Cameroon English.....	36
3.3.1. Noun phrase related lexical bundles	37
3.3.2. Prepositional phrase related lexical bundles.....	40
3.3.3. Verb phrase related lexical bundles.....	41
3.3.4. Clause fragment related lexical bundles	43
3.3.5. Other types of lexical bundles	44
3.3.6. Functional classification of lexical bundles.....	45
3.4. Summary.....	48



Chapter 4: Metadiscourse	53
4.1. Introduction	53
4.2. Classification of metadiscourse.....	54
4.3. Metadiscourse in Cameroon English	55
4.3.1. Text-organizing metadiscourse	56
4.3.2. Participant-oriented metadiscourse	65
4.3.3. Evaluative metadiscourse	71
4.4. Summary	73
Chapter 5: Textual variation	77
5.1. Introduction	77
5.2. Aspects of textual variation.....	77
5.3. Variation across Cameroon English.....	79
5.3.1. Nominalizations.....	79
5.3.2. Prepositional phrases	82
5.3.3. Passives.....	85
5.3.4. Amplifiers.....	88
5.3.5. Downtoners.....	91
5.3.6. Text complexity	93
5.3.7. Text complexity and lexical frequency	96
5.3.8. Subordination and complement clauses	99
5.4. Summary	102
Chapter 6: Evaluation	103
6.1. Introduction	103
6.2. The Appraisal framework	103
6.3. The pre-defence report	105
6.4. Evaluation in pre-defence reports	107
6.4.1. Evaluation adjectives.....	111
6.4.2. Epistemic adjectives	111
6.4.3. Epistemic judgement verbs and evidential verbs	112
6.4.4. Modal verbs	112
6.4.5. Stance verbs.....	114
6.4.6. Stance adverbs	115
6.4.7. Mitigation of weaknesses	115
6.4.8. Recurrent phrases as stance markers	116
6.5. Summary	118



Chapter 7: Modality	121
7.1. Introduction	121
7.2. Root and epistemic modality	123
7.3. Modality and speech role	125
7.4. Modality in Cameroon and German students' essays	126
7.4.1. <i>Will</i>	128
7.4.2. <i>Can</i>	129
7.4.3. <i>May</i>	130
7.4.4. <i>Must</i>	131
7.4.5. <i>Shall</i>	132
7.4.6. <i>Would</i>	132
7.4.7. <i>Should</i>	133
7.4.8. <i>Could</i>	134
7.4.9. <i>Might</i>	134
7.5. Summary	134
 Chapter 8: Summary and teaching applications.....	137
8.1. Introduction	137
8.2. Summarizing characteristics of academic writing.....	137
8.2.1. Intertextuality/inclusion.....	138
8.2.2. Evaluation	138
8.2.3. Mitigation.....	139
8.2.4. Abstraction.....	139
8.2.5. Integration.....	142
8.2.6. Lexical density.....	142
8.2.7. Textual complexity	142
8.2.8. Re-current phraseology	143
8.3. Teaching academic writing	143
8.4. Concluding remarks.....	146
 References	149
 Appendices	163
 Index.....	177