1. Record Nr. UNINA9910253350203321 Autore Sawaki Tomoko Titolo Analysing Structure in Academic Writing / / by Tomoko Sawaki London:,: Palgrave Macmillan UK:,: Imprint: Palgrave Macmillan,, Pubbl/distr/stampa 2016 **ISBN** 9781137542397 113754239X Edizione [1st ed. 2016.] Descrizione fisica 1 online resource (XIX, 275 p. 17 illus., 4 illus. in color.) Collana Postdisciplinary Studies in Discourse, , 2946-6008 Disciplina 401.41 Soggetti Linguistics - Methodology **Pragmatics** Culture - Study and teaching Germanic languages Literacy Research Methods in Language and Linguistics **Cultural Studies** Germanic Languages Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Includes bibliographical references at the end of each chapters and Nota di bibliografia index. Nota di contenuto Chapter 1: Introduction -- Chapter 2: Prototype Theory and Genre Analysis -- Chapter 3: Revisiting Structuralism -- Chapter 4: The Binary Model -- Chapter 5: Conceptualisation of Generic Structure Components -- Chapter 6: Diversity in Academic Writing -- Chapter 7: Identifying Generic Structure Components -- Chapter 8: In the Midst of Globalisation in Academic Writing -- Chapter 9: Conclusion. Sommario/riassunto This book breaks through formalistic traditions to propose a new generic structure analytical framework for academic writing. The integrated approach, taking lessons from cognitive linguistics and structuralism, offers a foundation for establishing research and pedagogy that can promote diversity and inclusion in academia. The simplicity of the flexible structure analytical model proposed by Sawaki

enables the user to analyse diverse instances of genre. Further

innovation is made in the analysis of generic structure components by

integrating George Lakoff and Mark Johnson's metaphor analysis method, so that the model can account for cultural and ideological patterns that structure our abstract thinking. Using these integrations, the author has established a structure analytical model that can take into account linguistic, cognitive, and pragmatic aspects of genre. Researchers in the fields of linguistics, discourse studies, cultural studies, education, and English for Academic Purposeswill be able to use this model to identify whether an atypical instance in academic texts is a result of the writer's individual failure or a failure to understand diversity in academic writing.