



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Insights into academic discourse	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: dr. Jolanta Šinkūnienė	Department of English Philology Faculty of Philology
Other(s):	

Study cycle	Type of the course unit (module)
BA programme, semester 4, 6	Optional

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars	Spring term	English

Requirements for students	
Prerequisites: English (C1)	Additional requirements (if any):

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	140	32	108

Purpose of the course unit (module): programme competences to be developed
<p>The purpose of the course unit is to acquaint students with the features of contemporary academic writing and with the newest research in the field of EAP (English for Academic Purposes)/ESP (English for Specific Purposes). The course unit develops the following competences:</p> <p>Generic competences:</p> <ol style="list-style-type: none"> 1. Responsibility: the ability to set goals and make plans, and take responsibility for them <ul style="list-style-type: none"> • will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines • will be able to take responsibility for their work / study results and learn from mistakes 2. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking <ul style="list-style-type: none"> • will be able to identify problems and challenges in their own and related fields • will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions 3. Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself <ul style="list-style-type: none"> • will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities • will be open to new ideas, strive to change, and be creative and innovative • will be able to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change <p>Subject-specific competences:</p>

4. Understanding and analysis of the English language system at various levels: phonetics, morphology, syntax, semantics, etc.

- will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods
- will be able to effectively use and analyse English for specific purposes (science, politics, business, law, etc.)

5. Communication skills in English (C1-C2): listening, reading, speaking, writing, mediation

- will be able to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations
- will be able to communicate correctly and effectively in English in various situations, taking into account the communication intention, addressee, social environment, etc. (C1 according to CEFR)

6. Competence of a researcher of language and literature: the ability to independently conduct linguistic, literary or interdisciplinary research applying the acquired philological knowledge and skills in practice

- will be able to collect, analyse, systematise and critically evaluate material from various sources and adequately apply philological research methods to investigate the selected research problem
- will be able to describe the results of the research in a scientific text, provide conclusions or recommendations, and present and defend them publicly

7. Ability to apply philological knowledge and skills in practice within and outside the University

- will be able to apply the acquired knowledge and skills of English philology during communication and cooperation in an intercultural (and multilingual) environment, creating, translating and editing various texts, teaching English as a foreign language, etc.
- will be able to use modern information technologies, data resources and research resources to conduct linguistic and literary analysis of English texts and present the results of analysis and/or interpretation to the public in order to contribute to the practical applicability of English philology studies (corpora, dictionaries, term banks and glossaries, thematic websites, literature maps, etc.)

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<ul style="list-style-type: none"> • <u>Critical and analytical thinking</u>: ability to analyze academic text from semantic and pragmatic perspectives • <u>Ability to apply knowledge in practical situations</u>: ability to establish adequate relations between knowledge of academic English and its practical applicability • <u>Knowledge and understanding of the subject area and understanding of the profession</u>: fundamental understanding of linguistics and ESP/EAP • <u>Knowledge and understanding of the structure of a specific genre (research articles)</u>: ability to describe and explain the structure of research articles 	<p>Seminars, group discussions, individual work (reading and analysis of research articles). Presentations on course specific topics.</p> <p>Practical tasks (the compilation of small scale specialized corpora).</p>	<p>Presentations and participation in discussions, practical tasks. Written exam.</p>

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Introduction to the course unit: aims, structure, assessment scheme.			1						

2. What is academic discourse? Why is it important? Contrastive rhetoric and academic discourse. Cross-disciplinary and cross-cultural insights into academic discourse.			2					7	Hyland (2011: 171-174 & 178-182) Hyland (2009a: 54-58) Hyland (2006b: 124-128)
3. How is academic discourse studied? The role of corpora in discourse analysis. <i>Tertium comparationis</i> principles for specialized comparable corpora. <i>Do-it-yourself</i> corpora and guidelines for their compilation.			2					7	Gray & Biber (2011: 138-141); Connor & Moreno (2005: 1-12)
4. The role of modality in academic discourse studies.			2					7	Practical tasks
5. The concept of genre. Research article as one of the pre-eminent genres of the academia. Structural features of the research article.			4					11	Hyland (2006b: 46-50) Hyland (2009b: 67-78)
6. Citation patterns.			2					11	Petric 2007; Šinkūnienė 2017; practical tasks
7. Metadiscourse – the key factor in effective text construction: its history, concepts, definitions, frameworks.			2					9	Hyland (2005: 16-36 & 48-54)
8. Personal pronouns in academic text, their functions, cross-disciplinary and cross-linguistic usage features.			4					11	Harwood 2005; Šinkūnienė 2018; Mur Dueñas & Šinkūnienė 2016, practical tasks
9. Hedges in academic text, their functions, cross-disciplinary and cross-linguistic usage features.			2					11	Hyland 1998; practical tasks
10. Boosters and evaluative markers in academic text, their functions, cross-disciplinary and cross-linguistic usage features.			2					11	Hyland 2006a; practical tasks
11. Presentations on specific elements of metadiscourse			8					11	Practical tasks
12. Summary and course evaluation			1					12	Revision for the exam
Total			32					108	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Cumulative assessment			
Attendance			The attendance of seminars is compulsory. Students who have missed more than 35% of the seminars with no justifiable reason will not be admitted to the written exam.
Presentations	30%	throughout the term	Content, presentation skills, language accuracy and fluency
Written exam	70%	June, 2026	The written exam is a take-home exam during which you will have to do a practical analysis of metadiscourse markers. The exam will be marked for content (60%) and language accuracy (10%).

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Connor, U. and Moreno, A.I.	2005	“Tertium comparationis: A vital	In P. Bruthiaux, D.	Clevedon: Multilingual Matters

		component in contrastive rhetoric research”.	Atkinson, W. G. Eggington, W. Grabe & V. Ramanathan (eds), <i>Directions in Applied Linguistics; essays in honor of Robert B. Kaplan</i>	
Gray, B. and Biber, D.	2011	Corpus approaches to the study of discourse.	In K. Hyland, & B. Paltridge (eds), <i>The Continuum Companion to Discourse Analysis</i>	London/New York: Continuum.
Harwood, N.	2005	‘We do not seem to have a theory ... The theory I present here attempts to fill this gap’: Inclusive and exclusive pronouns in academic writing	<i>Applied Linguistics</i> 26 (3)	
Hyland, K.	2011	Academic discourse.	In K. Hyland, & B. Paltridge (eds), <i>The Continuum Companion to Discourse Analysis</i>	London/New York: Continuum
Hyland, K.	2009a	<i>Teaching and Researching writing</i>	2 nd edition	Harlow: Pearson Education Ltd
Hyland, K.	2009b	<i>Academic Discourse: English in a global context</i>		London/New York: Continuum.
Hyland, K.	2006a	Disciplinary differences: Language variation in academic discourses.	In K. Hyland & M. Bondi (Eds.), <i>Academic Discourse across Disciplines</i>	Bern: Peter Lang.
Hyland, K.	2006b	<i>English for Academic purposes: an advanced resource book</i>		London/New York: Routledge
Hyland, K.	2005	<i>Metadiscourse</i>		London: Continuum
Hyland, K.	1998	Boosting, hedging and the negotiation of academic knowledge.	<i>Text</i> 18 (3)	
Mur Dueñas, P. & Šinkūnienė, J.	2016	Self-reference in research articles across Europe and Asia: A review of studies.	<i>Brno Studies in English</i> 42(1): 71-92.	
Petric, B.	2007	Rhetorical functions of citations in high- and low-rated master’s theses.	<i>Journal of English for Academic Purposes</i> , 6(3), 238-253.	
Šinkūnienė, J.	2017	Citations in Research Writing: Cultural, Disciplinary and Genre Perspectives.	In Thomas Egan & Hildegunn Dirdal (Eds), <i>Cross-linguistic correspondences: From lexis to genre.</i>	Amsterdam: John Benjamins. 253-270
Šinkūnienė, J.	2018	The power of English: <i>I</i> and <i>we</i> in Lithuanian, Lithuanian English and British English research writing.	In Pilar Mur Dueñas, & Jolanta Šinkūnienė (Eds.). <i>Intercultural perspectives on research writing.</i>	Amsterdam: John Benjamins. 59-79.
Swales, J.	1990	<i>Genre Analysis</i>		Cambridge: CUP
Optional reading				
Charles, Maggie, Diane Pecorari & Susan Hunston (eds.)	2009	Academic Writing: At the interface of corpus and discourse		London/New York: Continuum
Fløttum, Kjersti, Trine Dahl & Torodd Kinn	2006	<i>Academic voices: across languages and disciplines</i>		Amsterdam/Philadelphia: JohnBenjamins
Lafuente Millán, Enrique	2010	‘ <i>Extending this claim, we propose...</i> ’ The writer’s presence in research articles from different disciplines	20: 35-56.	Ibérica
Martín-Martín, Pedro & Sally Burgess	2004	The rhetorical management of academic criticism in research article abstracts	2: 171-195.	Text
Moreno, Ana I.	2005	The importance of comparable corpora in cross-cultural studies.	<i>Contrastive rhetoric</i> . Ulla Connor, Ed Nagelhout & William V. Rozycki, eds., 25-41.	Amsterdam/Philadelphia: JohnBenjamins
Mur Dueñas, Pilar	2010	Attitude markers in business management research articles: a cross-cultural corpus-driver	20(1): 50-72.	International Journal of Applied Linguistics

		approach.		
Ruiz-Garrido, Miguel, Juan C. Palmer-Silveira, Inmaculada Fortanet-Gomez (eds.)	2010	English for Professional and Academic Purposes		Amsterdam/New York: Rodopi

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