

REFERENCES

- Anthony, L. (2005). AntConc: Design and development of a freeware corpus analysis toolkit for the technical writing classroom. *International Professional Communication Conference* (pp. 729-737). Piscataway, NJ: IEEE
- Biber, D. (2015). Corpus-Based and Corpus-Driven Analyses of Language Variation and Use. *The Oxford Handbook of Linguistic Analysis*, 2. <https://doi.org/10.1093/oxfordhb/9780199677078.013.0008>
- Biber, D., Conrad, S., & Leech, G. (2002). Longman student grammar of spoken and written English (1st ed.). London, England: Pearson Education ESL. Retrieved from <https://libgen.is/>
- Crosthwaite, P., Cheung, L. and Jiang, F. K. (2017) 'Writing with attitude: Stance expression in learner and professional dentistry research reports.' *English for Specific Purposes* 46, 107-123. <https://doi.org/10.5817/DI2021-1-100>
- Fu, X., Hyland, K. (2014). Interaction in two journalistic genres-A study of interactional metadiscourse. *English Text Construction*. 7(1), 122-144. DOI:10.1075/etc.7.1.05fu
- Hyland, K. (2001). Humble servant of the discipline? Self-mention in research articles. *English for Specific Purpose*, 20(3), 207-226.

- Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse Studies*, 7(2), 173-192. DOI: 10.1177/1461445605050365
- Hyland, K. (2010). Constructing proximity: Relating to readers in popular and professional science. *English for Academic Purposes*, 9, 116-127. <https://doi.org/10.1016/j.jeap.2010.02.003>
- Gotti, Maurizio. (2014). Reformulation and recontextualization in popularization discourse. *Iberica*. 27. 15-34.
- Lenko-Szymanska, Agnieszka, Alex Boulton, (2015). Introduction: Data-driven learning in language pedagogy. *Studies in Corpus Linguistics*, 69(7), 1-14. <https://doi.org/10.1075/scl.69>
- Luzón, M. J. (2013). Public communication of science in blogs: Recontextualizing scientific discourse for a diversified audience. *Written Communication*, 4, 428–457. <https://doi.org/10.1177/0741088313493610>
- Meyer, S. F. (1994) Hedges and textual communicative function in medical English written discourse. *English for Specific Purposes*. 13(2), 149-171
- Muñoz, V. L. (2015). The vocabulary of agriculture semi-popularization articles in English: A corpus-based study. *English for Specific Purposes*, 39, 26-44. <https://doi.org/10.1016/j.esp.2015.04.001>
- Myers, G. (1988) The pragmatics of politeness in scientific articles. *Applied Linguistics*. 10: 1-35

Pelger, S. (2010). *Generic competencies and employability of science alumni*.
Lund: Lund University.

Pho, P. D. (2013). *Authorial stance in research articles: Examples from applied linguistics and educational technology* (2013th ed.). New York: Palgrave Macmillan. Retrieved from <https://libgen.is/>

Suleski, J., Ibaraki, M. (2010). Scientists are talking, but mostly to each other: A quantitative analysis of research represented in mass media. *Public Understanding of Science*, 19, 115-125.
<https://doi.org/10.1177/0963662508096776>

Romer, U. (2011). Corpus Research Applications in Second Language Teaching. *Annual Review of Applied Linguistics*, 31, 205–225. doi: 10.1017/S0267190511000055

Tzipora Rakedzon, Elad Segev, Noam Chapnik, Roy Yosef, and Ayelet Baram-Tsabari. (2017). Automatic jargon identifier for scientists engaging with the public and science communication educators. *PloS one*, 12(8).
<https://doi.org/10.1371/journal>.

Qiu, X., Jiang, F. K. (2021). Stance and engagement in 3MT presentations: How students communicate disciplinary knowledge to a wide audience. *Journal of English for Academic Purposes*, Volume 51.
<https://doi.org/10.1016/j.jeap.2021.100976>.