

Ken Hyland

List of Publications by Year in descending order

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Version: 2024-02-01

132
papers

15,364
citations

39113

52
h-index

25230

113
g-index

161
all docs

161
docs citations

161
times ranked

3654
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Pithy Persuasion: Engagement in 3 Minute Thesis Presentations. <i>Applied Linguistics</i> , 2022, 43, 21-44. | 1.1 | 5 |
| 2 | Metadiscourse across languages and genres: An overview. <i>Lingua</i> , 2022, 265, 103205. | 0.4 | 12 |
| 3 | COVID-19 in the news: The first 12 months. <i>International Journal of Applied Linguistics</i> , 2022, 32, 241-258. | 0.4 | 7 |
| 4 | Stance in academic blogs and three-minute theses. <i>International Journal of Applied Linguistics</i> , 2022, 32, 225-240. | 0.4 | 9 |
| 5 | Responding to Supervisory Feedback: Mediated Positioning in Thesis Writing. <i>Written Communication</i> , 2022, 39, 171-199. | 0.7 | 2 |
| 6 | Titles in research articles. <i>Journal of English for Academic Purposes</i> , 2022, 56, 101094. | 1.2 | 14 |
| 7 | How the medium shapes the message: Stance in two forms of book reviews. <i>Journal of Pragmatics</i> , 2022, 193, 269-280. | 0.8 | 4 |
| 8 | “The datasets do not agree” Negation in research abstracts. <i>English for Specific Purposes</i> , 2022, 68, 60-72. | 1.2 | 7 |
| 9 | International Publishing as A Networked Activity: Collegial Support for Chinese Scientists. <i>Applied Linguistics</i> , 2021, 42, 164-185. | 1.1 | 8 |
| 10 | A bibliometric study of EAP research: Who is doing what, where and when?. <i>Journal of English for Academic Purposes</i> , 2021, 49, 100929. | 1.2 | 40 |
| 11 | Advice-giving, power and roles in theses supervisions. <i>Journal of Pragmatics</i> , 2021, 172, 35-45. | 0.8 | 13 |
| 12 | The Covid infodemic. <i>International Journal of Corpus Linguistics</i> , 2021, 26, 444-468. | 0.6 | 16 |
| 13 | “The goal of this analysis is”: Changing patterns of metadiscursive nouns in disciplinary writing. <i>Lingua</i> , 2021, 252, 103017. | 0.4 | 10 |
| 14 | “I believe the findings are fascinating” Stance in three-minute theses. <i>Journal of English for Academic Purposes</i> , 2021, 50, 100973. | 1.2 | 17 |
| 15 | Elements of doctoral apprenticeship: Community feedback and the acquisition of writing expertise. <i>Journal of Second Language Writing</i> , 2021, 53, 100835. | 1.4 | 6 |
| 16 | “Our striking results demonstrate”: Persuasion and the growth of academic hype. <i>Journal of Pragmatics</i> , 2021, 182, 189-202. | 0.8 | 18 |
| 17 | Delivering relevance: The emergence of ESP as a discipline. <i>English for Specific Purposes</i> , 2021, 64, 13-25. | 1.2 | 21 |
| 18 | A tale of two genres: Engaging audiences in academic blogs and Three Minute Thesis presentations. <i>Australian Journal of Linguistics</i> , 2021, 41, 131-151. | 0.4 | 3 |

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|----|---|-----|-----------|
| 19 | â€œThere are significant differencesâ€ â€ The secret life of existential there in academic writing. <i>Lingua</i> , 2020, 233, 102758. | 0.4 | 3 |
| 20 | â€œThink about how fascinating this isâ€ Engagement in academic blogs across disciplines. <i>Journal of English for Academic Purposes</i> , 2020, 43, 100809. | 1.2 | 28 |
| 21 | Managing evaluation: Criticism in two academic review genres. <i>English for Specific Purposes</i> , 2020, 60, 98-112. | 1.2 | 14 |
| 22 | â€œThis work is antithetical to the spirit of researchâ€ An anatomy of harsh peer reviews. <i>Journal of English for Academic Purposes</i> , 2020, 46, 100867. | 1.2 | 28 |
| 23 | Text-organizing metadiscourse. <i>Journal of Historical Pragmatics</i> , 2020, 21, 137-164. | 0.3 | 16 |
| 24 | Reviewersâ€™ Feedback on Second-Language Writersâ€™ Submissions to Academic Journals. , 2019, , 226-244. | | 2 |
| 25 | Learner Engagement with Written Feedback. , 2019, , 247-264. | | 6 |
| 26 | Reworking research: Interactions in academic articles and blogs. <i>Discourse Studies</i> , 2019, 21, 713-733. | 0.5 | 31 |
| 27 | Interpersonality and Teacher-Written Feedback. , 2019, , 165-183. | | 5 |
| 28 | What Messages Do Students Take from Teacher feedback?. , 2019, , 265-284. | | 5 |
| 29 | Supervisory Feedback. , 2019, , 206-225. | | 3 |
| 30 | Contexts and Issues in Feedback on L2 Writing. , 2019, , 1-22. | | 25 |
| 31 | â€œI won't publish in Chinese nowâ€ Publishing, translation and the non-English speaking academic. <i>Journal of English for Academic Purposes</i> , 2019, 39, 37-47. | 1.2 | 33 |
| 32 | English for Specific Purposes: Some Influences and Impacts. <i>Springer International Handbooks of Education</i> , 2019, , 1-17. | 0.1 | 6 |
| 33 | Points of Reference: Changing Patterns of Academic Citation. <i>Applied Linguistics</i> , 2019, 40, 64-85. | 1.1 | 36 |
| 34 | Metadiscourse: Mapping Interactions in Academic Writing. <i>Nordic Journal of English Studies</i> , 2019, 9, 125. | 0.4 | 119 |
| 35 | English for Specific Purposes: Some Influences and Impacts. <i>Springer International Handbooks of Education</i> , 2019, , 337-353. | 0.1 | 3 |
| 36 | â€ We Believe Thatâ€™â€ â€™â€™: Changes in an Academic Stance Marker. <i>Australian Journal of Linguistics</i> , 2018, 38, 139-161. | 0.4 | 30 |

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|----|---|-----|-----------|
| 37 | Student engagement with teacher and automated feedback on L2 writing. <i>Assessing Writing</i> , 2018, 36, 90-102. | 1.7 | 189 |
| 38 | “In this paper we suggest” Changing patterns of disciplinary metadiscourse. <i>English for Specific Purposes</i> , 2018, 51, 18-30. | 1.2 | 90 |
| 39 | Changing patterns of self-citation: cumulative inquiry or self-promotion?. <i>Text and Talk</i> , 2018, 38, 365-387. | 0.2 | 17 |
| 40 | Sympathy for the devil? A defence of EAP. <i>Language Teaching</i> , 2018, 51, 383-399. | 1.6 | 51 |
| 41 | Academic lexical bundles. <i>International Journal of Corpus Linguistics</i> , 2018, 23, 383-407. | 0.6 | 42 |
| 42 | Narrative, Identity and Academic Storytelling. <i>Ilce Revue De L’institut Des Langues Et Cultures D’europe, Amérique, Afrique, Asie Et Australie</i> , 2018, , . | 0.1 | 7 |
| 43 | Metadiscourse: What is it and where is it going?. <i>Journal of Pragmatics</i> , 2017, 113, 16-29. | 0.8 | 177 |
| 44 | Intervention and Revision: Expertise and Interaction in Text Mediation. <i>Written Communication</i> , 2017, 34, 414-440. | 0.7 | 22 |
| 45 | What is technicality? A Technicality Analysis Model for EAP vocabulary. <i>Journal of English for Academic Purposes</i> , 2017, 28, 35-49. | 1.2 | 36 |
| 46 | Is academic writing becoming more informal?. <i>English for Specific Purposes</i> , 2017, 45, 40-51. | 1.2 | 123 |
| 47 | Metadiscursive nouns: Interaction and cohesion in abstract moves. <i>English for Specific Purposes</i> , 2017, 46, 1-14. | 1.2 | 73 |
| 48 | Methods and methodologies in second language writing research. <i>System</i> , 2016, 59, 116-125. | 1.7 | 59 |
| 49 | Chinese academics writing for publication: English teachers as text mediators. <i>Journal of Second Language Writing</i> , 2016, 33, 43-55. | 1.4 | 59 |
| 50 | “We must conclude that” A diachronic study of academic engagement. <i>Journal of English for Academic Purposes</i> , 2016, 24, 29-42. | 1.2 | 78 |
| 51 | Language myths and publishing mysteries: A response to Politzer-Ahles et al.. <i>Journal of Second Language Writing</i> , 2016, 34, 9-11. | 1.4 | 15 |
| 52 | Change of Attitude? A Diachronic Study of Stance. <i>Written Communication</i> , 2016, 33, 251-274. | 0.7 | 112 |
| 53 | Academic publishing and the myth of linguistic injustice. <i>Journal of Second Language Writing</i> , 2016, 31, 58-69. | 1.4 | 279 |
| 54 | “The fact that”: Stance nouns in disciplinary writing. <i>Discourse Studies</i> , 2015, 17, 529-550. | 0.5 | 70 |

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|----|---|-----|-----------|
| 55 | Genre, discipline and identity. <i>Journal of English for Academic Purposes</i> , 2015, 19, 32-43. | 1.2 | 96 |
| 56 | Interaction in two journalistic genres. <i>English Text Construction</i> , 2014, 7, 122-144. | 0.2 | 49 |
| 57 | Re-imagining Literacy: English in Hong Kong's New University Curriculum. , 2014, , 139-151. | | 7 |
| 58 | Introductory chapter. <i>Dialogue Studies</i> , 2014, , 1-20. | 0.2 | 13 |
| 59 | Student perceptions of hidden messages in teacher written feedback. <i>Studies in Educational Evaluation</i> , 2013, 39, 180-187. | 1.2 | 51 |
| 60 | Faculty feedback: Perceptions and practices in L2 disciplinary writing. <i>Journal of Second Language Writing</i> , 2013, 22, 240-253. | 1.4 | 77 |
| 61 | Second language writing: The manufacture of a social fact. <i>Journal of Second Language Writing</i> , 2013, 22, 426-427. | 1.4 | 10 |
| 62 | Writing in the university: education, knowledge and reputation. <i>Language Teaching</i> , 2013, 46, 53-70. | 1.6 | 114 |
| 63 | Undergraduate Understandings: Stance and Voice in Final Year Reports. , 2012, , 134-150. | | 34 |
| 64 | Bundles in Academic Discourse. <i>Annual Review of Applied Linguistics</i> , 2012, 32, 150-169. | 1.0 | 112 |
| 65 | Individuality or conformity? Identity in personal and university academic homepages. <i>Computers and Composition</i> , 2012, 29, 309-322. | 0.7 | 23 |
| 66 | "She has received many honours": Identity construction in article bio statements. <i>Journal of English for Academic Purposes</i> , 2012, 11, 155-165. | 1.2 | 34 |
| 67 | Introduction: a Context-Sensitive Approach to Stance and Voice. , 2012, , 1-11. | | 13 |
| 68 | The presentation of self in scholarly life: Identity and marginalization in academic homepages. <i>English for Specific Purposes</i> , 2011, 30, 286-297. | 1.2 | 41 |
| 69 | Constructing proximity: Relating to readers in popular and professional science. <i>Journal of English for Academic Purposes</i> , 2010, 9, 116-127. | 1.2 | 165 |
| 70 | Claiming a territory: Relative clauses in journal descriptions. <i>Journal of Pragmatics</i> , 2010, 42, 1880-1889. | 0.8 | 14 |
| 71 | Introduction: Academic Evaluation and Review Genres. , 2009, , 1-14. | | 13 |
| 72 | Discipline and Gender: Constructing Rhetorical Identity in Book Reviews. , 2009, , 105-121. | | 16 |

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|----|--|-----|-----------|
| 73 | Academic clusters: text patterning in published and postgraduate writing. <i>International Journal of Applied Linguistics</i> , 2008, 18, 41-62. | 0.4 | 239 |
| 74 | Genre and academic writing in the disciplines. <i>Language Teaching</i> , 2008, 41, 543-562. | 1.6 | 135 |
| 75 | â€œRobot Kung fuâ€™: Gender and professional identity in biology and philosophy reviews. <i>Journal of Pragmatics</i> , 2008, 40, 1232-1248. | 0.8 | 41 |
| 76 | â€œSmall bits of textual materialâ€™: A discourse analysis of Swalesâ€™ writing. <i>English for Specific Purposes</i> , 2008, 27, 143-160. | 1.2 | 31 |
| 77 | As can be seen: Lexical bundles and disciplinary variation. <i>English for Specific Purposes</i> , 2008, 27, 4-21. | 1.2 | 578 |
| 78 | Disciplinary voices. <i>English Text Construction</i> , 2008, 1, 5-22. | 0.2 | 133 |
| 79 | Scientific writing. <i>Annual Review of Information Science & Technology</i> , 2008, 42, 297-338. | 2.6 | 25 |
| 80 | <i>English for Specific Purposes</i> . , 2007, , 391-402. | | 17 |
| 81 | Genre pedagogy: Language, literacy and L2 writing instruction. <i>Journal of Second Language Writing</i> , 2007, 16, 148-164. | 1.4 | 548 |
| 82 | Is There an â€œAcademic Vocabularyâ€?. <i>TESOL Quarterly</i> , 2007, 41, 235-253. | 1.5 | 406 |
| 83 | Feedback on second language students' writing. <i>Language Teaching</i> , 2006, 39, 83-101. | 1.6 | 447 |
| 84 | Teachersâ€™ perceptions of error: The effects of first language and experience. <i>System</i> , 2006, 34, 509-519. | 1.7 | 50 |
| 85 | Feedback and revision in second language writing: Contextual, teacher, and student variables. , 2006, , 185-205. | | 43 |
| 86 | Resource-rich Web-based feedback: Helping learners become independent writers. , 2006, , 123-139. | | 24 |
| 87 | Contexts and issues in feedback on L2 writing: An introduction. , 2006, , 1-20. | | 35 |
| 88 | Interpersonal aspects of response: Constructing and interpreting teacher written feedback. , 2006, , 206-224. | | 50 |
| 89 | Crossing the boundaries of genre studies: Commentaries by experts. <i>Journal of Second Language Writing</i> , 2006, 15, 234-249. | 1.4 | 64 |
| 90 | â€œSo what is the problem this book addresses?â€™: Interactions in academic book reviews. <i>Text and Talk</i> , 2006, 26, 767-790. | 0.2 | 30 |

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|-----|--|-----|-----------|
| 91 | Representing readers in writing: Student and expert practices. <i>Linguistics and Education</i> , 2005, 16, 363-377. | 0.5 | 83 |
| 92 | Evaluative <i>that</i> constructions. <i>Functions of Language</i> , 2005, 12, 39-63. | 0.2 | 80 |
| 93 | Hooking the reader: a corpus study of evaluative that in abstracts. <i>English for Specific Purposes</i> , 2005, 24, 123-139. | 1.2 | 225 |
| 94 | Stance and engagement: a model of interaction in academic discourse. <i>Discourse Studies</i> , 2005, 7, 173-192. | 0.5 | 950 |
| 95 | "I would like to thank my supervisor". Acknowledgements in graduate dissertations. <i>International Journal of Applied Linguistics</i> , 2004, 14, 259-275. | 0.4 | 44 |
| 96 | Disciplinary interactions: metadiscourse in L2 postgraduate writing. <i>Journal of Second Language Writing</i> , 2004, 13, 133-151. | 1.4 | 367 |
| 97 | Metadiscourse in Academic Writing: A Reappraisal. <i>Applied Linguistics</i> , 2004, 25, 156-177. | 1.1 | 639 |
| 98 | Genre-based pedagogies: A social response to process. <i>Journal of Second Language Writing</i> , 2003, 12, 17-29. | 1.4 | 439 |
| 99 | Changing currents in second language writing research: A colloquium. <i>Journal of Second Language Writing</i> , 2003, 12, 151-179. | 1.4 | 78 |
| 100 | Self-citation and self-reference: Credibility and promotion in academic publication. <i>Journal of the Association for Information Science and Technology</i> , 2003, 54, 251-259. | 2.6 | 188 |
| 101 | PERMISSIONS ACKNOWLEDGEMENTS. , 2003, , x-xii. | | 0 |
| 102 | Writing and teaching writing. , 2003, , 1-30. | | 4 |
| 103 | Second language writers. , 2003, , 31-53. | | 6 |
| 104 | Syllabus design and lesson planning. , 2003, , 54-84. | | 0 |
| 105 | Texts and materials in the writing class. , 2003, , 85-111. | | 0 |
| 106 | Tasks in the L2 writing class. , 2003, , 112-142. | | 0 |
| 107 | New technologies in writing instruction. , 2003, , 143-176. | | 0 |
| 108 | Responding to student writing. , 2003, , 177-211. | | 0 |

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|-----|---|-----|-----------|
| 109 | Assessing student writing. , 2003, , 212-244. | | 0 |
| 110 | Researching writing and writers. , 2003, , 245-276. | | 0 |
| 111 | What do they mean? Questions in academic writing. Text & Talk, 2002, 22, . | 0.3 | 105 |
| 112 | 6. GENRE: LANGUAGE, CONTEXT, AND LITERACY. Annual Review of Applied Linguistics, 2002, 22, 113-135. | 1.0 | 187 |
| 113 | Specificity revisited: how far should we go now?. English for Specific Purposes, 2002, 21, 385-395. | 1.2 | 273 |
| 114 | Authority and invisibility. Journal of Pragmatics, 2002, 34, 1091-1112. | 0.8 | 534 |
| 115 | EAP: issues and directions. Journal of English for Academic Purposes, 2002, 1, 1-12. | 1.2 | 258 |
| 116 | Humble servants of the discipline? Self-mention in research articles. English for Specific Purposes, 2001, 20, 207-226. | 1.2 | 396 |
| 117 | Sugaring the pill. Journal of Second Language Writing, 2001, 10, 185-212. | 1.4 | 311 |
| 118 | Bringing in the Reader. Written Communication, 2001, 18, 549-574. | 0.7 | 256 |
| 119 | Hedges, Boosters and Lexical Invisibility: Noticing Modifiers in Academic Texts. Language Awareness, 2000, 9, 179-197. | 0.9 | 139 |
| 120 | â€œIt might be suggested that...â€ Australian Review of Applied Linguistics Series S, 2000, 16, 83-97. | 0.1 | 12 |
| 121 | Academic attribution: citation and the construction of disciplinary knowledge. Applied Linguistics, 1999, 20, 341-367. | 1.1 | 445 |
| 122 | Talking to Students: Metadiscourse in Introductory Coursebooks. English for Specific Purposes, 1999, 18, 3-26. | 1.2 | 195 |
| 123 | Persuasion and context: The pragmatics of academic metadiscourse. Journal of Pragmatics, 1998, 30, 437-455. | 0.8 | 445 |
| 124 | Qualification and certainty in L1 and L2 students' writing. Journal of Second Language Writing, 1997, 6, 183-205. | 1.4 | 281 |
| 125 | Writing Without Conviction? Hedging in Science Research Articles. Applied Linguistics, 1996, 17, 433-454. | 1.1 | 412 |
| 126 | Nurturing hedges in the ESP curriculum. System, 1996, 24, 477-490. | 1.7 | 53 |

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|-----|--|-----|-----------|
| 127 | Hedging in academic writing and EAF textbooks. <i>English for Specific Purposes</i> , 1994, 13, 239-256. | 1.2 | 233 |
| 128 | Providing productive feedback. <i>ELT Journal</i> , 1990, 44, 279-285. | 1.0 | 89 |
| 129 | Nouns and Academic Interactions: A Neglected Feature of Metadiscourse. <i>Applied Linguistics</i> , 0, , amw023. | 1.1 | 19 |
| 130 | Academic Discourse and Global Publishing. , 0, , . | | 28 |
| 131 | A very peculiar practice. , 0, , 155-174. | | 1 |
| 132 | Ken Hyland's essential bookshelf: Academic writing. <i>Language Teaching</i> , 0, , 1-9. | 1.6 | 1 |