



Strongly disagree Strongly agree  
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Disciplines have different views of knowledge, different research practices and different ways of seeing the world. (Hyland, 2002: 389)

In soft knowledge fields arguments need to be expressed more cautiously by using more hedges. (Hyland, 2000: 204)

[Classroom] discussions are an important element in soft field disciplines. (Neumann, 2001: 139)

[Across the disciplines] students are expected to possess a good memory and a competence in problem solving. (Neumann et al. 2002: 413)

For science majors the task of learning scientific information is all consuming, which gives them no chance to think creatively about the meaning of the knowledge they are gaining. (Brown and Pallock, 2014)

Students should be made aware of the discourse conventions of the genres / texts they need to produce. (Hyland, 2007: 160)

In the sciences, English use is a pragmatic reality for both lecturers and students, while in the humanities and social sciences it tends to be viewed as an additional or auxiliary language. (Kuteeva and Airey, 2014: 541)

