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**Syntactic markers of an academic text: literature review**

The ability to write a well-formed academic text is seen as key to success in educational settings across many subjects at modern universities (Wolfe, 2011). However, many L2 writers find this task difficult to accomplish. The aim of the project called “Software Development for Corpus Research in English Studies” my colleagues and I are currently involved in is to create a software tool capable to analyse and assess academic writing in English in order to assist the writing process. Within the framework of the 2017 project, the approach to text analysis was developed and a pilot system was created. The software, which was named Paper Cat, can analyse a text against a set of academic discourse markers typical of academic writing. The second stage of the project aims at broadening the list of markers with syntactic ones in order to achieve a higher degree of accuracy in academic text assessment.

This work presents a review of syntactic markers of academic style which are mentioned in textbooks, manuals and articles on academic writing (for example, Wallwork, 2016; Siepman et. al., 2011; Hamp-Lyons & Heasley, 2006). The author makes an attempt to systematise them and speculates on the possibility to process them with the Gate software, i.e. use them as an extension to Paper Cat. The literature analysis shows that despite the presence of syntactic markers in textbooks, they are given insufficient attention in scientific articles devoted to academic writing.

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