MAG 2019

Metadiscourse in Digital Communication
What has changed?

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In the world of discourse versus IRL: Reflections on reflexivity in digital communication

IRL (in real life) is a construct that has been widely used in digital communication. It is of potential relevance also when discussing metadiscourse, especially when contrasted with notions involving the world of discourse. Digital communication is of interest because it involves a host of different types of data that can be used to challenge or support existing models and definitions of metadiscourse. Digital forms of communication, especially highly multimodal ones, carry great potential in that the mainstream study of metadiscourse has adopted, and hence limited itself to, academic writing as the prototypical type of discourse. But how do existing models fare when applied to multimodal digital data and what can we learn from digital forms of communication? In this talk, I will be using material in the form of vlogs by one of the most popular vloggers world-wide: PewDiePie. Drawing on PewDiePie's multimodal vlogs and revisiting Ädel (2006), I will attempt to clarify and illustrate the difference between metadiscourse and other key terms of reflexivity. This inevitably involves comparison between prototypical forms and functions of academic metadiscourse and the metadiscourse (and related phenomena) occurring in the studied vlogs.

The way the selected vlogs are framed, the audience is watching PewDiePie playing simulator games. There is no information about the game that would be expected for example in a review, but instead PewDiePie seemingly jumps in and comments on what is happening. The vlogs are highly audience-oriented and display a high degree of reflexivity, but interestingly they do not include much actual metadiscourse. Example (1) first involves a sequence (1a) that comments on ongoing video data in the simulator game (a character is drowning), which we are seeing in the main frame, while PewDiePie appears as a talking head to the bottom left, seemingly performing a live think-aloud protocol. Next, in (1b) the perspective shifts from on scene to behind the scenes, as the gamer persona is commenting on his reactions IRL through reference to equipment used for the game (mouse for scrolling and screen for watching):

(1a) *okay we're sinking*
       bro, get up!
       get up bro!
       there you go!
       No!

(1b) *I'm scrolling*
       I'm scrolling so much
       I never scrolled this much in my
       life
       I spat all over the screen
       damn it, I just cleaned it

While it could be argued that the (1b) sequence is metafictional or metanarrative in destroying the illusion of being in the moment by referring to (aspects of) the medium itself, it is not an example of metadiscourse in that it is not discourse or language that is in focus. I will argue that there are benefits to taking seriously the widespread shorthand definition of metadiscourse as 'discourse about *discourse'*. This links metadiscourse to the verbal mode specifically, which is only one of several modes available in the vlog data.

Maria Kuteeva

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Digital academic discourse: What has (not) changed?

This talk will explore the concept of digital academic discourse showing how it is related to, and at the same time different from, its ''analogue'' predecessor. Similarly to the earlier inventions of writing and print, digital media provide a new delivery system for language and other semiotic resources (Gee & Hayes, 2011). How does this technological shift influence research-based writing?

On the one hand, digital media – blogs, tweets, and other platforms – are used by researchers to communicate with their peers and with the general public (e.g. Kuteeva, 2016). For example, the Science 2.0 movement refers to "new practices of scientists who post raw experimental results, nascent theories, claims of discovery and draft papers on the Web for others to see and comment on" (Waldrop, 2008). On the other hand, academics are rarely rewarded for non-traditional publications (e.g. Barton & McCulloch 2018) and may not wish to reveal their findings before publishing them in established traditional outlets. At the same time, in the context of recent interest in posthumanism in applied linguistics (e.g. Pennycook, 2018), the machines and algorithms are discovered in the process of interacting with humans by "reading and writing us" (cf. Jones et al., 2015) as certain kinds of academics and researchers.

I will outline how both digital academic discourse and related writing practices are tied to the networks, communities, and spaces in which they take place, showing how academics are simultaneously adapting to and resisting change. These two trends will be illustrated with examples based on the review of recent studies and my own research on the discourse of philosophy blogs and research communication practices in the field of resilience and sustainability. I will conclude by discussing the implications of these trends for the study of metadiscourse.

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"*Gonna write about it on my blog too*": Metadiscourse in research blog discussions

Research into metadiscourse, or discourse reflexivity, has highlighted the interactive, interpersonal and dialogic facets of writing (e.g. Hyland 2005). It is therefore surprising that the research has focused virtually exclusively on (1) written, usually academic texts and (2) monologues. The question arises why an aspect of language that embodies its dialogic nature should be investigated through the most indirect route possible. Having studied discourse reflexivity in spoken dialogues (Mauranen 2001, 2003, 2010, forthcoming) for a long time I have noticed that it diverges considerably from the written mode; not only expressions, but also many functions are different. In this presentation, I embrace the digital mode as another perspective on discourse reflexivity. I look into research blog dialogues, that is, their comment threads, and compare their characteristics to spoken dialogue and monologue in academic contexts. In this view, the consequences of the hybrid of writing and dialogue come to light, resulting a 'third' kind of usage where both the mode and the discourse type contribute to the outcome.

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This has changed: Out-of-the-box metadiscourse in visual abstracts

In trying to answer the conference's overarching question, what has changed for metadiscourse in digital communication, I cannot help asking another (and yet more difficult) question: What happens when digital genres work as complex macro-metadiscourse items themselves and contain other interrelated--and even overlapping--metadiscourse categories in intersemiosis?

In this talk I will examine the changes undergone by digital metadiscourse and the challenges it poses to science dissemination online. My object of study will be the visual abstract, both in video and graphical format, with special emphasis on the latter, due to its more common use and the fewer semiotic resources available in static images. I will tackle the role of visual and filmic metadiscourses as 'narrative transformers' and pay close attention to 'stylisation' as a double-edged phenomenon enhancing and hindering scientific meaning, particularly to the use of metaphorical scenarios. To this end I will comment on samples from science blog archives and JCR journals and draw on an eclectic framework comprising Critical Genre, Multimodal and Visual Analysis, Social Semiotics, Narrative and Positioning Theories, the Conceptual Theory of Metaphor, and the Hylandian metadiscourse model.

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"We propose a novel approach": Exploring promotional language and strategies in the highlights section of research articles

That scholarly publication is a kind of promotion of not only the work itself but also the scientists is now pervasively accepted in academic discourse. Whereas the previous research on the promotional language has mainly focused on conventional genres, such as research articles, books and theses, as a relatively recent and emerging genre, the digitally available highlights sections of research articles seems to be a new research venue. The genre of highlights section is unique in the sense that it is what welcomes a potential reader on the webpage, just after the title and before the abstract by highlighting the relevant points of the whole research article. This involves a more concentrated version of key points compared to the abstracts. In line with this, this study aims to explore the promotional language and strategies across the highlights sections of research articles published in Hard Sciences and Soft Sciences. To be more specific, a corpus of 300 highlights sections in total from these two major disciplines is built so as to investigate both linguistic representations of the promotion and how they function within the genre both quantitatively and qualitatively with the help of UAM Corpus Tool and Lancsbox.

The analysis revealed that the genre has various communicative moves stating a particular kind of promotion strategically highlighted by the writers, ranging from promotion of a method/approach to promotion of the study in general. Considering Hard Sciences, the sub corpus of Chemistry demonstrates that the writers relied upon highlighting parts of their research with an implicit authorial voice whereas the writers from Computer Science projected their explicit authorial self via personal pronouns.

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How does the Admission homepage appeal to applicants?: An investigation of digital metadiscourse in university websites

This paper investigates how Admission homepages in the websites of 15 top-ranked U.S. universities use metadiscourse functions to appeal to readers to join the university. The analysis detects three components in Admission homepages, namely opening statements, hyperlinks, and images. The examination of metadiscourse use of these components using Hyland's (2005) model shows the following results. First, opening statements are found very dialogic, as the use of the Engagement resource "you" is predominant. In addition, they include references to the university, thus self-mention features are also pervasive. Second, some hyperlinks have a function of referring to other parts in the same homepage, while some links take the users to sources outside the Admission homepage. Based on these two functions, hyperlinks obviously fulfill two metadiscursive functions: endophoric and evidentials, respectively. Finally, images are used to illustrate the written texts, expose students' attitudes, and represent the university and its students. Based on these three functions, images are associated with three metadiscourse categories, namely code-glosses, attitude, and self-mentions. Based on these results, it can be discerned that the Admission homepage is designed to give positive impression to readers by portraying that the institution has a friendly atmosphere and that its students feel happy and satisfied about their learning experience (through photos). In addition, the Admission homepage provides simple and friendly instructions to facilitate the admission process (through hyperlinks). While the three components include some similarities and differences in terms of the use of metadiscursive functions , they differ in the number of categories they have. Specifically, the analysis of the first two components (i.e. opening statements and hyperlinks) show that the metadiscourse function is carried out through one metadiscursive category. For images, however, visual metadiscourse is varied as in many cases a single image is used to realize multiple categories of metadiscourse. For example, an image of a group of smiling undergraduates adjoining a link to undergraduates application could have the features of code-glosses, attitudes, and self-mentions altogether.

Keywords: digital metadiscourse; visual metadiscourse; university websites; admission homepage

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Exploring visual metadiscourse in political genres: a contrastive study of gestures in campaign speeches

Metadiscourse has been defined as the ways in which speakers interact through their use of language with listeners (Hyland, 2017). It is a key element of persuasive discourse in that metadiscourse markers such as hedges, boosters, or self-mentions help speakers to step into the discourse and establish a suitable relationship with their audiences (Dafouz-Milne, 2008: Fuertes-Olivera et. al., 2001; Hyland, 2005; Mur-Dueñas, 2011). Yet metadiscourse devices have mostly been examined in relation to verbal messages (Kheradmand Saadi & Roosta, 2014). Little is known about the role of metadiscourse strategies in non-verbal communication, especially as far as paralinguistic cues like gestures or facial expressions are concerned (Argyle, 1972). Focusing on those non-verbal signs labeled under the heading of "gesture" (McNeill, 1992; Kendon, 2004), this paper aims at analyzing the use and frequency of gestural data in a comparable corpus of North-American and Spanish political speeches. My objectives are, first, to examine the frequencies of the gestures performing metadiscoursal roles in campaign speeches aimed at a large audience; second, to compare the rhetorical functions of such gestures and relate them to the candidates' aims; third, to explore cross-cultural differences regarding the use of these strategies and contrast them with the outcome of each election. In the methodology set for this study, the analysis was based on a corpus of authentic data consisting of audio-visual material involving the leaders of the main political parties from each country (i.e., the PP and the PSOE in Spain and the Democratic and Republican parties in the United States).Overall, findings indicate similar frequencies and patterns of use in the deployment of gestures in both sub-corpora. However, differences in the use of gestures between the political actors featured in each national group suggest a possible correlation with the speaker's perceived public persona and the values associated with his or her own political party.

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Exploring linguistic and visual metadiscourse in social media advertisements

As a unique form of media closely related with marketing world, advertising is a powerful means of flowing information from sellers to buyers. It highly influences and smartly persuades people to do actions. In recent years, online advertising has become a significant source of revenue for business and an effective medium for advertisers. This paper investigates both the frequency and the use of the linguistic and the visual metadiscourse markers in social media advertisements, in addition to the role they play in the construction of persuasion in the genre of advertising. A corpus of 50 advertisements was extracted from three social media platforms: Instagram, Snapchat and Twitter, and quantitative and qualitative methods were integrated in the analysis. Drawing on Hyland's (2005) model of metadiscourse and Kumpf's visual metadiscourse (2000), the study compared the use of these two distinct types of metadiscourse and identified which metadiscourse categories predominate in this advertising discourse and explained how visual metadiscourse complements linguistic metadiscourse in constructing persuasive messages and enticing customers into buying products. Results revealed that categories of visual metadiscourse, especially chunking, convention, consistency and external skeleton, were highly evident in the data investigated. These visual devices have been adequately applied by advertisers and used more frequently than other categories of linguistic metadiscourse in most of the advertisements to achieve technical communication and online rhetoric. Results also showed that boosters, engagement markers and self-mentions exhibited higher frequencies than other linguistic metadiscourse markers and they were employed as effective techniques of persuasive language in online advertising discourse. The study concluded that metadiscourse, both visually and linguistically, plays a vital role in organizing the discourse, engaging the audience, and catching the consumers' interest, thus becoming an integral aspect of persuasive writing.

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Connectors across genres – Bridging the gap between traditional offline communication and computer-mediated communication

In order for social interaction and communication to be successful, it is necessary to be able to organize texts. The use of text connectors is essential for the construction of coherent linguistic utterances (cf. Pasch et al. 2003), as recipients can only perceive single propositions as unitary if the latter are set in relation to each other. In addition to text linguistics, textual coherence through connector use also plays a great role in conversation analysis. Since, traditionally, these linguistic sub-disciplines have been treated separately (cf. Brinker/Sager 2006), it is desirable to examine both together by creating a general theory of language for social interaction, especially considering the increasing interest in research on computer-mediated communication (CMC), which includes features of both written and spoken language.

By means of an exemplary study of metacommunicative connectors in the German language, we try to bridge the gap between the study of offline written texts and computer-mediated texts. In our talk, we will focus on metacommunicative connectors, such as the interpretive markers *that is* or *for example*, which "guide or direct a reader through a text" (Hyland 2005: 18). We analyze, to our knowledge for the first time, phraseological connectors by contrasting their usage in different genres. For this purpose, we created a data basis consisting of four electronically-processed and pre-annotated corpora that are comparable in size (≈375.000 tokens) and in their general structure as argumentative texts. These texts include newspaper commentaries and opinion essays written by students (traditional offline), as well as Wikipedia talk pages and a Facebook-Corpus (computer-mediated). The use of connectors with metacommunicative function has been investigated through specific corpus queries and manually performed annotations. By quantitatively and qualitatively analyzing the use of these connectors, we aim to take a first step towards developing a model which enables us to appropriately describe metadiscursive elements across genres.

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Informational identity of computer-mediated discourse

Today metadiscourse grounds mainly on the possibilities of computer mediation of speech activity. Computer-mediated discourse is characterized by high precision and statistical accuracy of inherent linguistic methodology. At first glance computer-mediated speech is more transparent and structured for scientific exploration than traditional speech. Interdisciplinary and linguoinformational integrity of this new kind of communication contributes the creation of meta-descriptions, which could hardly be realized within traditional paradigmatics (Barkovich, 2015). But relevant metadiscorse is more sophisticated, hyper-scaled and it should consider a wide range of intra- as well as extra-linguistic dimensions. Accordingly, today synthetic modeling of discourse is needed alongside with analytical scientific reflection.

Both, speech practice, which is initially based on computer instrumentality, and speech practice created without the assistance of computer, but later adapted to it, are involved in computer-mediated format. Here they co-exist syncretically, creating new quality of speech practice. Some traits characterize immanent specificity of computer-mediated discourse. For example, polycode amalgamation, which is a feature inherent not only to computer-mediated format, but highly characteristic for it, forming its phenomenological essence. In the same way, the remotability could be identified as an essential feature of computer-mediated discourse.The multimodality is evidenced by the active usage of both oral and written forms of current speech and is characterized by their active combination in various situations. It works in synchronous / asynchronous, monologic / dialogic / polylogic and other communicational modes.

Current identity of metadiscourse depends on the use of new language means. But, probably, the most challenging trend in linguistic aspect is associated with the informational compatibility of metadiscourse (Barkovich, 2017). Among innovative means are informatemes, infograms and informicons, particularly. They allow representing multimodal semantics of concepts in actual computer-mediated format and reflecting new functionality of significance, for which traditional means are too shallow.

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Digital interaction at university: An analysis of metadiscourse elements in EMI lectures

Recent research has been conducted on spoken discourse in tertiary education, where lecturing is considered as one of the most popular genres (Deroey, 2015; Swales, 2004). Then, it is not surprising that understanding the nature of academic language, particularly the role metadiscourse strategies play in terms of organisation and interaction, is of interest to scholars and educators (Carrió-Pastor, 2018; Bellés-Fortuño, 2018; D'Angelo, 2016; Bu, 2014). However, despite living in a technological era where English is regarded as a lingua franca, little attention has been paid to multimodal practices in EMI courses. Tools such as PowerPoint presentations have had a pedagogical impact in the teaching process (Breuer & Archer, 2016). Indeed, this software can be used as a means to reinforce content lessons by incorporating audio and visual aids that help the audience construct meaning, especially when interaction takes place in a foreign language. The current study focuses on the analysis of metadiscourse elements in university EMI lectures. The aim of this paper is to examine the distribution patterns of verbal and non-verbal elements that occur in classroom asides dealing with historical events. To achieve this goal, the focus is on the lecturers' referential –which stand for objective comments making reference to previous experiences– and evaluative asides –understood as meaningful and explanatory comments in which the speaker is personally involved somehow– when using *PowerPoint* presentations as a digital item. To carry out the study, a small corpus of two undergraduate lectures offered in the degrees of History and Tourism has been selected. The lectures chosen belong to the field of Social Sciences where English is the language of instruction. These communicative events have been recorded at a Spanish university and transcribed for the purpose of this study. The creation of a small corpus has been key to examine the occurrence of verbal and non-verbal elements taking into account two types of asides, namely referential, and evaluative devices. To determine their frequency, quantitative and qualitative approaches have been employed. The analysis of this corpus has revealed that a high number of referential asides can be identified in EMI lectures which involve the lecturer explaining contents objectively. Nonetheless, evaluative asides, which occur when the lecturer interacts with the audience, are less frequent. These findings may be useful for lecturers and educators assessing the efficacy of their cues to disseminate knowledge in the academic field.

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Metadiscoursal elements in multimodal digital genres: PowerPoint presentations in medicine

This study aims at analysing metadiscoursal elements such as attitude markers in the multimodal and digital academic genre of PowerPoint presentations within the field of Medicine. The analysis pays attention to the use of attitude markers understood as writer's attitude towards the proposition (Hyland, 2005, Hyland, 2018) in terms of word frequency, text concordance and interaction with the visual elements (non–verbal). It has been argued that multimodal PowerPoint presentations have reshaped teaching practices at university and elsewhere (Breuer & Archer, 2016); although this impact has not always been perceived as fully positive (Alley et al., 2004; Keller 2003; D'Angelo 2018). The use PowerPoint in the classroom incorporates different semiotic modes for the construction of meaning through verbal and non-verbal artefacts which may reinforce the learning of a foreign language such as medical English in this particular case.
The present study analyses 62 PowerPoint presentations designed by undergraduate medical students enrolled in the English for Health Sciences module. The visual presentations deal with a wide variety of health topics and/or diseases i.e. epilepsy, diabetes, tuberculosis, schizophrenia among others. The analysis focuses on how images and other semiotic modes combine with metadiscoursal attitudinal markers in the text-flow adding meaning to the message and widening the communicative continuum. The study is an example of how a multimodal genre approach can be introduced in the university language classroom to boost effective results in the learning of English in specific contexts in order to prepare medical students for a globalised professional world.

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Metadiscourse in positioning memberships and identities on online communities

While the role of metadiscourse in positioning the reader and the audience has been explored in academic writing, our understanding of metadiscourse in online communication remains lacking despite the volume of interaction that occurs online. To fill this gap, this paper will investigate the use of metadiscourse in online communities, virtual settings where internet users discuss a certain shared interest with minimal face-to-face contact (Angouri, 2015). As metadiscourse is a tool for positioning the self in relation to both the audience and the topic at hand, studying metadiscourse in contributions by online community participants can shed light on how they construct themselves as members of a community with a shared setting and identity despite the highly anonymised setting.

The paper applies Ken Hyland's (2005) model of metadiscourse in a discourse analysis on how the participants of online communities use metadiscourse for constructing or negotiating a shared community identity by, for example, referring to the community's shared space, goal or knowledge. As a case study, the paper analyses the use of metadiscourse in the alt-right community across three platforms: Twitter.com, Reddit.com and Tumblr.com. Comparisons across the three digital platforms allows for insights in how the functions of metadiscourse vary depending on the affordances offered by the platform, such as the modes of interaction and the searchability of content. On the other hand, the paper presents suggestions for how metadiscursive functions from academic genres can be re-interpreted in the context of the highly interactive genre of online discussions.

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Creating a trusting student-professor relationship: Engagement markers in academic e-mail communication

E-mails present an interpersonal computer-mediated communication and a most-widely used form of digital communication. In the formal academic setting, digital interaction between students and professors, although used on daily bases, frequently requires students to deliver higher pragmatic competence and language awareness to reflect power asymmetry. However, it also provides an opportunity for lowering the power distance settings, and for the utilization of engagement markers in order to establish and maintain a more accommodating and beneficent environment. As the markers involving the reader into the context, engagement markers explicitly build the relationship between the students and their professors. Using both qualitative and quantitative analysis, the paper will demonstrate how the use of engagement markers as a distinct metadiscourse category in student-professor e-mail communication facilitates interaction and establishes a more trusting relationship. Using the corpus of student e-mails to professors, in both Serbian and English, the analysis will focus on the lexical elements (second person pronouns, imperatives, question forms, etc.) that explicitly address professor as the participant in the e-mail content, thus creating a more amiable context and a low power distance setting. The results will demonstrate the differences in the use of engagement markers in English with the distinct formal communication and in Serbian with less lexical formal engagement markers. Finally, the results will reveal the distinctive use of metadiscourse markers in digital environment and the informal tendencies that are gradually prevailing over the formal communication. The corpus and the research are funded by the project "Statistical Analysis of Business English from the Aspect of Students' Country of Origin".

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Topic signalling in the Tunisian Lecture Corpus

In the present paper, I examine the way topics and sub-topics are introduced in the Tunisian Lecture Corpus (TLC): a non-native, specialized, and multimodal corpus of academic lectures delivered to English majors in Tunisia. From a discourse reception perspective, identifying main topics is a major academic listening skill that students need to develop in order to efficiently follow and learn from lectures. From a discourse production perspective, topic signalling serves to structure discourse by framing it. As such, it is part of the discourse structuring phase one of the three metadiscourse functions in academic lectures (Young, 1990; 1994). In this study, metadiscourse is conceptualized as any means lecturers choose to help students organize, interpret, and evaluate the information given (Crismore, Markkanen, & Steffensen, 1993; Perez Aguilar & Macia Arno, 2002). Its scope is delimited through five criteria: non-propositional nature of metadiscourse, context-dependency, explicitness, intersubjectivity, and intra-textuality (Adel, 2006). The approach adopted was qualitative relying on a manual coding of the data using the UAM CorpusTool (O'Donnell, 2017). The coding procedure followed three major stages. In the first stage, a topic hierarchy of topics and sub-topics was designed for each lecture in the corpus. The second stage involved the coding of the discourse structuring phases where those topics and sub-topics are introduced. In the third stage, the Metadiscourse Device (s) (MDs) used to signal those topics were coded. Findings include a description of the verbal and non-verbal signalling of topics and sub-topics as well as their discourse reference. Strategies and issues related to the use of those MDs were also identified and reported. The findings are discussed with reference to their methodological and pedagogical implications.

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Multimodal density in structuring segments containing organizational metadiscourse versus content sequences

Organizational metadiscourse is "a tool that is often employed in lectures to signal the directions of the lecture, to establish connections across the contents being developed, and to facilitate comprehension" (Bernad-Mechó, 2018: xi). This type of metadiscourse is often found in structuring segments placed between content sequences. In contrast, content sequences are those parts of the discourse, which carry the main ideas to be developed in the lecture. To our knowledge, no previous research has compared both parts of the monologic classroom discourse with regard to the semiotic resources used by the lecturer. Our hypothesis is that speakers use a higher amount of multimodal resources together with organizational metadiscourse in order to draw the attention of the audience. With the objective to check the validity of our hypothesis, we have selected six structuring segments with a high amount of organizational metadiscourse instances, and six content sequences, in different lectures. The lectures belong to Yale University OpenCourseWare and consist of face-to-face sessions recorded and uploaded for general access. The selected lectures correspond to Humanities courses. Through the observation of short clips and multimodal transcriptions using Multimodal Analysis Video, we provide quantitative data that proves that organizational metadiscourse is most often co-expressed with non-verbal resources that contribute to emphasizing the connections across the contents, and engaging the audience. In other words, structuring segments appear to be more multimodally dense than content sequences.

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Metadiscourse in peer review: How does it change across the digital divide?

Peer review is understood as an essential part of the process of scientific publication, and a vital element in the ongoing development of science itself. However, it also has been criticised as non-transparent and potentially unfair. In view of this, some scientific journals have turned to open peer review, in which peer review reports are published online alongside the research paper itself. This means that peer reviewers are aware that their reports can be read by a wider public: they are likely to feel pressure to justify their claims in greater detail, and perhaps to pay greater attention to the niceties of interpersonal communication – all of which could lead to a greater deployment of metadiscursive devices.

This paper presents a comparison of the metadiscourse used in two corpora consisting of 30 peer review reports on articles about biomedicine obtained locally, from Spanish authors' submissions to international journals in biomedical sciences, and 30 peer review reports from the website of *eLife,* a journal of biomedical sciences that has opted to publish both the referees' reports and the authors' responses in Internet alongside the finished article itself.

In theoretical terms, this paper relies on a broad understanding of metadiscourse, following Hyland (2017), and taking account of classic metadiscursive markers (i.e. hedging, boosting, attitude markers, self-mentions) as well as metadiscursive nouns (Jiang and Hyland, 2018). Its findings suggest that open peer review reports are longer and more nuanced than confidential reports, while confidential reports are more concise and more assertive, containing more self-mentions and boosting. As might be expected, open peer review seems to requires reviewer to take more care in terms of interpersonality and epistemicity. Paradoxically, however, this could place greater pressure on reviewers, and lead to reluctance among academics to take on this responsibility.

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A file size as a viral phenomenon: A qualitative study of the communicative functions of GIFs on Twitter

GIFs have been established as a fundamental new visual aspect of interaction in social networks and can be considered as a new quality aspect of digital communication (cf. project MIT.Qualität). It is not without reason that already in 2012 "to gif" was chosen as the word of the year by Oxford Dictionaries. Over time many social media platforms (e.g. Facebook and Twitter) have implemented buttons for the integration of GIFs. These affordances have facilitated their integration and have led to their widespread usage. Inspired by studies about so called graphicons (umbrella term for graphical content, e.g. emoticons, emojis, gifs, etc.) on Facebook (Herring/Dainas 2017), emojis in WhatsApp communication (Pappert 2017; Dürscheid/Siever 2017; Beißwenger/Pappert (forth.)) and emoticons (Albert 2015) the present study looks at the communicative functions of GIFs in interactions on Twitter. Thereby the aim is also to look at similarities and differences between emojis and GIFs and at the peculiarities of Twitter as a popular microblogging platform that allows "ambient affiliation" (Zappavigna 2018). As multimodal corpora are still rare and a research desideratum a screenshot corpus was created for the qualitative analysis of the usage of GIFs on Twitter. A special feature of GIFs is their possibility to deliver large amounts of information in a compressed way – not only with respect to data density, but also to complex relationships (e.g. in form of diagrams). While emojis can serve as ideograms, illocutionary or indexical markers (cf. Dürscheid/Siever 2017) GIFs, beyond that, are able to transmit whole sequences. That is why they can serve as a form of storytelling. Associated to this quality are the intertextual references GIFs often make when referring to movies or series and text-picture relationships within GIFs and between GIFs and their textual environment. Nevertheless, they can also serve as decorative elements or metacommunicative reference like emojis or stickers on Facebook (Herring/Dainas 2017).

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Metadiscourse and the gamification of ride-hailing in the platform economy

The advent of the so-called sharing, gig or platform economy, in particular the spread of ride-hailing firms such as Uber and Lyft, has given rise to new forms of digital communication. The use of sign-up bonuses, ratings, promotions, competitions and non- monetary rewards is intended to provide incentives for drivers to work longer and longer hours while Uber and Lyft progressively cut pay rates, with the online discourse intended to manage relations with the drivers primarily for the benefit of the digital platforms. The result is what has been characterized as the ''gamification'' of ride-hailing, with the terminology of hiring, employment contracts and wages being displaced by the discourse of video game techniques, graphics and non-cash rewards. Hitherto, research into metadiscourse has focused predominantly on academic discourse, primarily research articles, introductions, abstracts and lectures, whereas this study is intended to highlight the presence also in the ride-hailing discourse of categories of metadiscourse such as interactional resources, hedges, boosters, attitude markers, engagement markers and self-mention. Although in methodological terms platform-driver exchanges constitute an occluded genre, as they are accessible to ride-hailing drivers but not available in the public domain, some insights into this discourse can be obtained from driver critiques of working conditions. In addition, online driver discussion forums can be analysed as a way of casting light on the ongoing process of gamification in the digital economy.

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Metadiscourse in online scientific communication about climate change

This paper explores the 2018 ICPP' *Special Report on Global Warming* and the Royal Society's *GGR Report*, and compares them to the IPCC Twitter page and to a British scientist's Twitter discussion to date. The reports synthesize the results of international and British research on climate change so that policymakers can take action on it, while the Twitter threads discuss and disseminate them.

The study is prompted by research on ecolinguistics (e.g. Fill/Mühlhäusler 2001, Alexander/Stibbe 2014) and informed by studies on digital academic discourse (e.g. Kuteeva/Mauranen 2018) and the language of Twitter (e.g. Crystal 2011, Burghardt 2015). Drawing on an adaptation of Hyland's (2005) and Ädel/Mauranen's (2010) models, it sets out to examine aspects of interactive/interactional metadiscourse in the reports and in the Twitter discussions. It combines corpus-linguistic methods with discourse analysis to investigate similarities and differences among them.

With the aid of the software *Antconc* (Anthony 2018), the positive keywords of the two reports and of the threads are identified by comparing the datasets to one another (about 80,000 tokens in all). The keywords are then assigned to one or more categories (e.g. attitude-markers, hedges, self-mentions, transitions) and their co(n)texts of use are explored through the investigation of concordance lines.

The metadiscourse features that stand out in both reports are mainly interactional/evaluative, yet the former is characterized by the modal expressions *high, medium* and *likely (confidence)* and the latter by *will, need* and *could*. By contrast, those that emerge from the tweets are the self-mentions *we*, *I* and *you* and the deictics *this, here* and *now*. Furthermore, the reports are characterized by the interactive conjunctions *but, and* and *however* and the tweets by the transition markers *yes* and *so*.

Overall, the reports are abstract, technical and scientifically evaluative, while the tweets appear to be more involving and oriented towards their authors and readers and the unfolding discussion.

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Visuo-spatial thinking and the cognitive pragmatics of building instruction manuals

This presentation explores the referential/informative and instructional/performative functions of building instruction manuals within the genre of traditional and digital infographics, with an overarching methodological focus derived from Systemic Functional Grammar (Halliday 2002, 2004). Instructional protocols are communicative sequences in which an encoder shares procedural knowledge with end-users, showing them how to implement specific protocols, thus planning ahead how an action is to be undertaken in the real world (Pillegaard & Frandsen 1996). In particular, problem solving studies have shown how these texts reduce the complexity of empirical phenomena, by way of rescaling their complexity into an ordered progression of smaller problems, each of which is reconceptualised and simplified in – usually – multi-literacy terms, providing predetermined solution paths to concrete everyday problems. Instruction manuals thus have the mission of transferring orderly, complete and comprehensible meanings to users in real-world contexts, transforming a given declarative representation into practical action (Tenbrink & Taylor 2015). Typically reader-based and writer-responsible, these texts instantiate a cognitive interplay between an informative demand and an informative offer, framing information in the most productive way in order to get people to perform certain courses of actions and achieve certain physical results. If meanings can easily be transmitted through the graphical or figurative modes (Bertin 2011; Rowley-Jolivet 2002), instructions may also avid resorting to verbal language. This presentation focusses on the multimodal mix, or semiotic synergy, through which the visuo-spatial pragmatics of instructional infographics interacts with the audience's cognitive style, addressing and stimulating their inclination – in thinking and acting – to understand and process information by means of visual instead of verbal resources.

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Do idioms spice up advertisements?

Conceptual blending theory been successfully used in the study of a wide range of phenomena of human thought and action, from counterfactuals to metaphors, proving blending to be present in the simplest kinds of human thinking. In that sense, this theory has emerged as a powerful theory that can account for a wide variety of linguistic and non-linguistic phenomena. Therefore, it is not surprising that conceptual blending theory has found its application in the study of advertising. Advertising requires both conscious and subconscious mental interpretation of hidden messages. The primary objective of this paper is to show that conceptual blending theory is equipped with the mechanisms that can explain the construction of the meaning of text-image advertisements with idiomatic expressions. Recently, many cognitive linguists have undertaken a quest of exploring idioms and their behaviour. A number of studies written within the framework of cognitive linguistics, or more precisely within the conceptual blending theory, deal with idiom modifications and the construction of their meaning. This is not surprising as it can be claimed that idioms present one of the strongest links between phraseology and cognitive linguistics. This claim is based on the fact that idioms present the central problem in phraseological analysis and we are aware that idioms cannot be separated from our conceptual system.

The aim of the paper is two-fold. Namely, analyzing text-image advertisements with idiomatic expressions, this paper attempts to explore to what extent hidden cognitive mechanisms involved in the interpretation of advertising can be explained using the postulates of conceptual blending theory. It can be claimed that using blending in pictorial advertising is particularly advantageous because it allows the use of blended, hybrid images, which are composed from different input spaces into a single hybrid image. Therefore, blending contributes to the creativity and effectiveness of pictorial advertisements. Our second aim is to analyze visual metadiscourse of these text image advertisements to show that visual elements play a crucial role in understanding cognitive and rhetorical functions of advertisements.

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Interpersonal metadiscourse in law blogs

In an era of increasing scientific specialization, the proliferation of specialized knowledge inevitably leads to a growing need for dissemination among non-experts or experts in other fields. The increasing importance of disseminating expert knowledge has led to the emergence of a wide range of genres – from newspaper or journal articles to more recent web-mediated genres, which cater to different needs. Recent scholarly research has shown that web-mediated genres are influenced by the extended participatory framework of the Web (Herring et al. 2013), where virtual communities are rapidly created, extended and maintained through shared knowledge and forms of communal bonding (Yus 2011; Bondi 2018).

This paper focuses on the relatively new web genre of law blogs also called "blawgs" (Garzone 2014: 167). As research has shown (Caron 2006; Garzone 2014; Tessuto 2015; Anesa 2018), law blogs are proving an attractive vehicle among legal scholars for "expressing their position and acknowledge their readers in the presentation and discussion of research-focused issues within the scholarly discipline" (Tessuto 2015: 85). The paper combines corpus and discourse-analytic perspectives with the aim of identifying patterns of self-mention (Cherry 1988; Hyland 2001) and other forms of metadiscourse that contribute to projecting the author's presence and stance, constructing authorial identity (Hyland 2005). The analysis is carried out on a corpus of blog posts written by legal scholars and published on American and British law websites dedicated to commentary on law court judgements. Results will be discussed in the light of the personal/existential dimension of law blogs (Garzone 2014), as a new digital tool for the dissemination of academic legal knowledge.

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The interpersonal metadiscourse taxonomy and its adaptation to digital journalistic discourse: Challenges and proposals

The present study makes an attempt to investigate the interpersonal component in digital journalistic discourse by analyzing informative news articles from Russia Today. The interpersonal metadiscourse framework (Hyland & Tse, 2004; Hyland 2005), based on the premise that discourse is a form of social engagement, describes a set of linguistic strategies that writers employ in order to project themselves into their discourse to display their attitudes and to establish contact with their audience. Journalistic discourse is no exception as journalists tend to relinquish their objectivity when advocating an issue (Calcutt & Hammond, 2011; Maras, 2013), consequently, displaying their self with the use of metadiscourse. As the taxonomy was originally applied to academic discourse with due consideration of the restrictions of the genre (Hyland & Tse, 2004; Hyland, 2008), it needs to be adjusted when applied to a different genre outside academic discourse. Based on a corpus of 60 articles taken from the website of Russia Today, this study seeks to explore the forms of realization of interpersonality (Lorés-Sanz, Mur-Dueñas & Lafuente, 2010) in digital journalistic discourse, offering possible solutions to the adaptation of the original taxonomy. The results of the qualitative analysis suggest that boosters and attitudinals enjoy a greater degree of flexibility than other markers as they can be represented by different parts of speech other than ones described by Hyland and even grammatically due to higher interpersonal potential of journalistic discourse. The category of attitudinals can be divided into oppositional binaries, positive and negative attitudinals, as any journalist tends to convey judgement and demonstrate political affiliation either implicitly or explicitly. Quotations represent another form of realization of interpersonality and should be analyzed separately as they contain a vast number of markers including those that are absent in the body of the articles. As a result, metadiscursive markers help to constitute major semantic categories (economic growth, protection, power, an external threat and others) in the articles under analysis. The results support the claim that metadiscourse is flexible, context-sensitive and contains variables, thus, the framework needs adjustment when used outside academic discourse (Suau-Jiménez, 2016; Hyland, 2017).

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Moving digitally from the *Informed Consent* to the *Electronic Informed Consent*: Is metadiscourse changing?

In the multiple research projects carried out by the GENTT Group (http://www.gentt.uji.es) in the last 18 years, we have worked in the study of text genres (in their formal, communicative and cognitive dimensions) for translation and communication purposes. Our research has focused on translation and communication in specialized socio-professional fields (mainly medical and legal) using corpus analysis techniques and applying the methodological principles of action-research and the sociology of professions. The analysis of the Informed Consent (IC) as a multimodal genre linked to the "right to autonomy of the patient" has been one of our most recent research developments. We start from the hypothesis that in actual practice this genre does not always fulfil its normative function and principles because the information given (orally or in writing) is not, in whole or in part, comprehensible. In this paper, we draw our attention to the fact that the IC is gradually moving from its printed to its electronic form, as is the case of many more medical genres in the digital era. Our aim is to question this recent development in metadiscursive terms. Our research question is as follows: Can we consider that the electronic IC is just a change of media and format with similar or identical discursive characteristics as the traditional IC? Or is it a truly transformed genre in metadiscursive terms? For this purpose, we will analysis a sample of texts and contexts in order to elaborate on what we present as a case study from which our future research will expand. We will focus on both the English and the Spanish IC in order to gain a multilingual and multicultural perspective on a genre which is highly regulated through national legislation and at the same highly internationalised in the case of clinical trials.

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A comparative analysis of identity construction in digital academic discourse: Tunisian EFL researchers as a case study

The value of academic research does not only reside in the observations and the conclusions it reaches but also and, actually, more importantly in the scientific debate it raises within a specific community of interest. With technological advent, the concept of academic discourse community (Swale, 1990) has undergone significant changes. Indeed, doing academic research online through digital media such as blogs, wiki pages and social networks takes academic discourse from the immediate and local research context to a wider and more heterogeneous community where geographical, cultural, ethnic, social and political boundaries are blurred. Meeting the audience expectation(s) in digital research is therefore different from the traditional research space (Barton and McCulloch, 2018).

The following work hypothesizes that the researcher's perception of his/ her research scope and the audience it addresses affect his/her writing practices. It compares and contrasts the way Tunisian researchers construct an image of themselves in both traditional dissertation writing and in online research through a qualitative analysis of interpersonal metadiscourse markers. The researchers' use of voice- their own and others', is explained in the light of their perception of audience in both genres. The study shows that academic discourse is influenced by the genre and context of knowledge production and more particularly by the medium through which it is produced. It reveals that digital technologies affect the way the writers perceive their position as agents of knowledge-making. It allows them to construct a voice of their own and override over-reliance on other sources to express their ideas. Digital writing can therefore be used to encourage researchers get a voice and foster their role in the academia by experimenting different discourse media.

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Metadiscourse in MOOC Video Lectures

The proliferation of the Internet along with various social networks and mobile devices has precipitated far-reaching influence on education. Massive Open Online Course (MOOC) has emerged as one of the most recent and popular delivery methods for distance education since 2012. Compared with traditional offline university lectures, MOOC video lectures are recorded, edited and lack face-to-face presence of audiences. Surprisingly little is known about how lecturers structure and adapt their discourse to the online environment in MOOC. My study attempts to address the research gap by investigating teachers' spoken discourse in online academic lectures, with a focus on their use of metadiscourse in MOOC video lectures. Drawing on Hyland's (2005) and Ädel's (2010) frameworks of metadiscourse, this study examined the use of interactive and interactional metadiscourse together with their subtypes, in a self-compiled MOOC English Lecture Corpus. Each metadiscourse in the corpus was identified and annotated by using UAM CorpusTool. Quantitative and Qualitative analyses revealed that lecturers on one hand employ interactive metadiscourse to present information in a structured manner and to creat mental maps to help students in creating coherent mental representation of monologic talk, and on the other hand, adapt their discourse to the MOOC setting by employing various metadiscourses which create the sense of community, increase interactivity, and help involve their audiences in online courses.

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Metadiscourse in the electronic Informed Consent: new approaches to emerging challenges

Salas, 2015; Ädel & Mauranen, 2010), we will analyse metadiscourse in one of the most complex and controversial medical-legal genres, the informed consent (IC) both in written and digital format. As Hyland notes (2017: 2), studies on metadiscourse have concentrated particularly on academic register and written discourse (2017: 11). The various studies on this subject also acknowledge the differences that arise between linguistic systems, cultures and disciplinary communities (Salas, 2015). Little attention has been paid, however, to metadiscourse in genres of certain specialised areas, such as Health Care in which good communication between doctors and patients is a critical issue (Borja & Gallego, 2012; García-Izquierdo & Montalt, 2017). By analysing a corpus of ICs in English and Spanish collected in the MedGentt platform (Borja & García-Izquierdo, 2015) we will try to characterise the e-consent in both languages and formulate a proposal for the improvements that need to be made in order to adapt the metadiscursive elements to new digital contexts so as to better inform individuals about health procedures and research and increase participation in clinical studies.

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Metadiscourse and multimodality as persuasive tools in the blurb genre

Metadiscourse, understood as self-reflective linguistic expressions which "explicitly organize texts, engage readers, and signal the writer's attitude to both their material and their audience" (Hyland 2015: 998-9), undoubtedly plays an important role in persuasive writing inasmuch as it helps establish a connection between writer and reader, makes the text more reader-oriented, and underlines the interactional nature of communication.

Most research on metadiscourse has focused on academic genres, although recent studies have started to analyse non-academic text types such as editorials, consumer reviews and business letters (Hyland 2015, 2017). However, little attention – with the exception of Atai and Asghari (2017) – has been paid to the book blurb, a promotional genre which combines description and evaluation to achieve its rhetorical goals (Kathpalia 1997, Bhatia 2004, Gea-Valor 2005). A key feature of blurbs is their multimodal nature, where visual elements – layout, typography and images – complement and reinforce the linguistic message conveyed (Gea-Valor and Inigo-Ros 2009, Nørgaard 2018).

Based on the analysis of 100 blurbs from the *New York Times* Bestsellers List, this paper explores to what extent the interplay between metadiscourse and multimodal features contributes to accomplishing the promotional function of the genre. The findings indicate that the blurb message is mostly construed on independent chunks of discourse made visually distinguishable through typographic means. Mixed type fonts and attractive colours guide readers through the text and draw their attention to the most persuasive moves in the genre, especially the *Endorsement* submove. These moves in turn display abundant metadiscourse resources which upgrade the force of evaluative commentary and underscore the writer's affective reaction to the book. All in all, the multimodal integration of visual and written elements certainly contributes to building a persuasive, reader-oriented message which seeks to attract readers and address their interests and expectations.

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"*And as I said at the beginning, this is a journey on which we are embarking*": Metadiscourse as rhetorical strategy in online teaching methodology courses"

Taking for granted that "metadiscourse embodies the idea that communication is more than just the exchange of information, goods and services, but also involves the personalities, attitudes and assumptions of those who are communicating" (Hyland 2005: 3), this work aims at analysing the features of metadiscourse in online teaching methodology courses. As we speak or write, we negotiate with our readers or listeners, we make decisions about the effects we want to attain on our audience (Hyland 2005, 2015; Hyland and Feng 2018). Instructors in online teaching methodology courses use a vast array of metadiscoursal features, under the form of commentaries embedded in the oral text, which express the speakers' intentions, and how confident they are about what they are saying, along with directions to the listeners, and logical connectors or frame markers referring to the structure of the oral text.

After a categorization of different types of textual metadiscourse in online courses, the present study aims at investigating whether and to what extent these commentaries can be considered as ways to signal speakers' attitudes towards the content and their audiences. Following Hyland (2005), both interactive resources (to guide the listener through the text) and interactional resources (to involve the listener in the subject) will be considered in order to ascertain whether these features are used to control, evaluate and negotiate the goals and impact of the ongoing talk (Hyland 2015). From this point of view, metadiscoursal features could be deemed rhetorical as long as they contribute to the informative and persuasive impact of methodological lessons taught online. Therefore, following Conley (1983, cited by Crismore 1989) metadiscourse in this genre will be also investigated from a rhetorician's perspective, focusing on figures of presence, figures of focus and figures of communion, which all contribute to effective communication rather than being used merely for ornamentation.

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How do you *emoji* this in Turkish?

As new paradigms in communication practices emerged, the language constructed and reconstructed by the participants of communicative processes has gone through major transformations, and the language that they utilize have taken new forms and meanings. Digital communication has primarily brought instant communication that covers a vast number of people and areas. Thus, messaging systems have long been a favorite means of communication. In recent years, the smart phone technology has provided people with communication opportunities online, and users are attracted by the fast and easy access to the Internet; thus messaging has been the most common everyday communication practice for masses. Because non-verbal cues that enable the communicative function are absent in computer-mediated communication and time constraints can influence computer-mediated interactions and face-to-face encounters in quality of communication (Walther & Parks, 2002), users invent new strategies to compensate the gaps in communication. This is how emoticons were created as a result of "a digital miscommunication" (Steinmetz 2014). Today emojis have become something more than a complementary element in the language used in digital platforms. Rather it appears that it has contributed to the construction of a new *global* iconographic narrative that users voluntarily contribute to. This paper is going to focus on the use of WhatsApp and the language or coding system that has evolved into multi-modal systems, one of which is the *emojis* that almost every user spontaneously and voluntarily uses to construct and reconstruct on primarily WhatsApp. The research aims at exploring whether there are any cultural differences in Turkish users' attributing meanings to certain emojis and also which new emojis they would rather have in the applications to convey culture-specific messages.

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Metadiscourse in Chinese and American graduate dissertation introductions

Background

This study tends to compare metadiscourse used in academic writing of the introduction portion of dissertations written in the English language by both Chinese and American university students. English is by far the dominant language in academic research in writing. The ability to write not only coherently but also cohesively in English is a necessity in academia today. This is never truer in a country such as China, where the educational climate is especially competitive in comparison to native academic scholars. Whereas, native students use many linguistic markers which enhance the voice of the writers work e.g. they follow conventions of academic writing instinctively, for instance, clarity, discourse markers, hedges and other cohesive transitions, non-native students practice their reasoning abilities to draft a dissertation in more hypothetical ways.

Objectives

In this present study there are two main objectives. The first is to explore the use of metadiscourse in the introductory portions of dissertations written by Chinese and American university students. The second objective is to identify the similarities and differences in Chinese and American student's use of metadiscourse in the academic writing of graduate dissertations.

Research design

The study comprises of the metadiscourse practice found in Chinese and American university students' dissertations in the fields of English and Social Science. The corpus of the proposed study encompasses ten dissertations each of American and Chinese graduate students in the areas of English and Social Science. Hyland (2004) proposed metadiscourse as a novel approach grounded on principles of discourse analysis in academic purposes. This study follows Hyland's (2004) metadiscourse model which directly responds to analyse the academic writing of a native academic writers and non-native writers.

Conclusion

The intended outcome of this study is to provide new and valuable evidence which might be a benefit to those who teach academic writing skills to university students.

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Multimodal stance and engagement strategies in digital video methods articles

The proliferation of digital media technologies has led to fundamental changes in the way that we communicate, changes that have also been felt in the realm of scholarly communication. Researchers have examined a number of digital media genres, including academic home pages, academic blogs, visual abstracts, 'enhanced' research articles, and crowdfunding grant proposals, among others. One underresearched scholarly digital genre is the 'video methods article' (VMA) in experimental science, which is published by the Journal of Visualized Experiments (JoVE), and whose purpose is to share advances in scientific methods with members of the scientific community. The genre responds to a serious problem in scientific communication, namely that it is extremely difficult to replicate reported scientific experiments. It draws on the medium of digital video in order to communicate new methods through multiple modes (e.g. spoken, written and visual), making it possible for scientists not only to read about but also to see new scientific methods as they are demonstrated on screen. As well as a video article, each JoVE article also includes a written protocol and a comments section. In this presentation, I will compare a corpus of 11 VMAs (1 per year from 2006 to 2016) with corresponding written protocols in order to show how VMAs enable researchers to adopt a range of discoursal identities in the text, identities that are not available in the traditional written protocols. A comparative multimodal discourse analysis shows how researchers appearing on video use a range of metadiscursive stance and engagement strategies, realised both through linguistic and visual modes, in order to engage with a scientific audience of their peers. The analysis further identifies linguistic and multimodal resources that are present in VMAs but not present in their corresponding written protocols, and vice versa.

Ciler Hatipoglu

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Metadiscourse analysis of digital interpersonal interactions in academic settings in Turkey

Rapid technological advances, efficiency and easy access have firmly established emailing as a vital medium of communication in the last decades. Nowadays, all around the world, particularly in educational settings, the medium is one of the most widely used modes of interaction between students and university lecturers. Despite their important role in academic life, very little is known about the metadiscursive characteristics of these e-messages and as far as the author is aware there is no study that has examined metadiscourse in request emails in Turkish.

This study aims to contribute to filling in this gap by focusing on the following two research questions:

(i) How many and what type of interpersonal metadiscourse markers are used in request emails sent by students to their lecturers?

(ii) Where are they placed and how are they combined with other elements in the text?

In order to answer these questions a corpus of unsolicited request e-mails in Turkish was compiled. The data collection started in January 2010 and continued until March 2018. A total of 353 request emails sent from university students to their lecturers were collected. The data were first transcribed in CLAN CHILDES format and analysed using the interpersonal model. The metadiscourse categories that aimed to involve readers in the email were identified and classified. Next, their places in the text were determined and described in detail.

Findings of the study show that request emails include a wide array of multifunctional interpersonal metadiscourse markers which are intricately combined and employed by the writers to reach their aims. The results also showed that there is a close relation between the "weight of the request" and number of the interpersonal metadiscourse markers in request mails.

Ciler Hatipoglu and Suhan Oktay

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Translation of hedges and boosters as mediums of transformation in digital and non-digital translation practices

Translating from one language into the other is a heavy cognitive process as there are many factors and structures that the translators need to consider while transferring the information from one culture into the other. Hedges and boosters are two groups of markers that are particularly problematic for translators as they are multifunctional and culture dependent (Axelsson, 2013; Hatipoğlu & Algı, 2017; Hinkel, 2009; Hyland, 2005). If they are not translated and represented correctly, the text might lose its message, persuasive power and ultimately its bond with the readers. Keeping these statements in mind, the current study aims to uncover whether or not the mode of translation (i.e., digital vs. pen-and-paper) affects how hedges and boosters are translated from Turkish into English. Third year language specialist students were asked to first digitally and two weeks later non-digitally translate the results and discussion sections of linguistics and engineering scientific articles on parallel topics. The first stage of the analysis focused on the number, type and variation of the translated hedge and boosters while stage two aimed to uncover strength and parallelism between the meanings of the original and translated messages. The results of the study showed that the mode of translation does partially affect the type and quality of the translated hedges and boosters but they also highlighted the fact that it cannot account for all of the observed variations. The findings underlined once again the importance of metadiscursive elements in transferring the intended messages and how vital teaching translators about metadiscourse is.

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An investigation of the use of metadiscourse in hotel management's responses to negative online reviews

This paper investigates the use of metadiscourse by managers of hotels of different star-ratings in their attempt at increasing business and achieving service recovery through responding to negative reviews posted by dissatisfied customers on TripAdvisor. TripAdvisor and other travel websites alike have become increasingly popular among (potential) travelers and hotel management. Travelers after staying in a hotel use them to express appreciation for or dissatisfaction with various aspects of the hotel like its environment, cleanliness, and professionalism of staff. Potential travelers before deciding which hotel(s) to stay during their trips use them to find out the facilities, services, and room charge of the hotels in their destination(s), and to assess the quality of the hotels by reading the reviews left by the customers of these hotels. The importance of these websites to travelers (those planning their trips and browsing for information and those who have left comments after staying in a hotel) make it necessary for hotel management to respond to reviews to express gratitude to customers for their stay and/or comments, promote its services, and address the problematic issues raised. In essence, hotel management needs to persuade (potential) travelers to (re)purchase its accommodation services on the travel website platform. Inspired by Ädel (2006, 2010) and Hyland (2005), this paper proposes a metadiscourse model that emphasizes both language reflexivity and interpersonality for investigating the hotel management's persuasive attempts made via TripAdvisor, probably the most popular travel website (it received 661 million reviews and opinions as of October 2018). Adopting a mixed-method approach, the paper quantitatively interrogates the relationship between the hotels' star-ratings and frequency of use of metadiscourse in the review responses; and qualitatively, it explores the way hotel management attempts to achieve persuasion with the various types of metadiscourse.

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From research articles to research project websites: A metadiscourse analysis of authorial voice across modes

A deep process of evolution and change is affecting discursive academic practices, mainly due to the increasing demands to gain visibility and to the affordances of digital platforms, which facilitate the achievement of that goal.

The way researchers project themselves in texts has been studied through the analysis of various notions and frameworks, and metadiscourse is perhaps the most fruitful one (Hyland & Sancho, 2012; Hyland, 2017, 2018). However, a number of previous studies have problematized metadiscourse as a model for the study of authorial voice (John 2005; Dressen-Hammouda 2014; Stock y Eik-Nes 2016) showing that self-mentions (i.e. personal pronouns) are not by far the only lexicogrammatical feature authors resort to in order to project their voice.

In line with previous studies (Suau et al 2017), which sustain that the use of metadiscourse as a framework for the analysis of interpersonal features is conditioned by contextual variables such as corpus, discipline, genre itself, as well as language and culture, we will here argue that this model, which was shaped according to the demands of written academic discourse, needs to be complemented and redefined when applied to the analysis of digital communication. With such an aim in mind, instantiations of authorial voice across printed and digital academic modes (40 RAs and 10 research project websites) will be explored in an attempt to unveil the way researchers take advantage of the web affordances to monitor their visibility. Preliminary results show that, apart from personal pronouns, other lexicogrammatical realizations (i.e. abstract rhetors, passive voice or impersonal forms), not considered so far as metadiscoursal, are contributing to the shaping of voice and, therefore, should also be considered as such. In the case of research websites, these lexicogrammatical features combine with web affordances to project a collective academic voice, which contrasts with the individual, fully identifiable, voice of the academic in research articles.

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Metadiscourse in Academic Blogs vs Research Articles: Paul Krugman as a Case Study

In the field of academic discourse analysis considerable attention has been paid to the study of metadiscourse and its dimensions (Hyland and Tse 2004; Hyland 2005; Ädel 2006; Ädel & Mauranen 2010). However, although metadiscourse has been examined in a diversified repertoire of academic genres and in particular in research articles (RAs), sparse consideration has been given to a communicative genre increasingly used by academics to share their thoughts and research, the blog (Luzón 2013). Using Hyland's (2005) model, this paper sets out to explore interactive and interactional metadiscourse markers in a selection of research articles and blog posts written by Nobel Prize winner Paul Krugman. In particular, with the support of corpus linguistic tools, a sample of scientific papers and a collection of posts published on the blog "The Conscience of a Liberal" will be analysed in their metadiscourse devices. More to the point, the examination of some key aspects will shed light on the metadiscourse devices used by Krugman in blog posts vs. RAs to organize his texts, and shape his arguments to the needs and expectations of two presumably different target readerships.

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A cross-cultural study of Spaniards and North-Americans' use of interactional metadiscourse in Youtube: the bullfighting festival

Over the last two decades there has been too much controversial debate on one of the most important Spanish national spectacles: *bullfighting*. Whereas supporters consider this as an essential Spanish tradition, others claim that this can be regarded as cruelty.

This paper aims at examining how Peninsular-Spanish and North-American people respond, through the use of interactional metadiscourse strategies (Hyand & Tse, 2004), towards two documentaries on bullfighting recently published on Youtube. Particularly, we will focus on analysing how these people interact with other participants holding similar or contradictory views on this controversial festival. *Youtube* is an ideal digital platform characterised by the polylogal nature of website communication, asynchronicity and multimodality (Bou-Franch et al. 2012).

Cross-cultural studies have researched the use of metadiscourse strategies in different academic and profesional genres (Valero-Garcés, 1996; Dafouz-Milne, 2006; Mur-Dueñas, 2010; Suau-Jiménez, 2016; Pérez, 2014). However, as regards social networking sites such as Facebook, Youtube or Twitter to name a few, a deeper analysis is needed to examine the nature of interactional metadiscourse in these types of digital media.

The corpora consist of a compilation of 1,000 comments along with their replies made by Spaniards and North-American people towards two documentaries recently uploaded on *Youtube*: "Toros: ¿tradición o tortura? Frank Cuesta responde" (Spain) and "Is Spanish bullfighting sport or animal cruelty?" (North America). Both an observational and a quantitative analysis were carried out. As for the latter, we have made use of the corpus manager and analysis software Sketch Engine (2003), more particularly the word lists and frequencies application.

The results reveal not only differences apparently linked to culture, but also similarities in the type of interactional metadiscourse strategies used when participants interact with each other in this digital medium.

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Hashtags as affordances from ecological linguistics. What do they afford?

Nowadays writing is increasingly becoming an Internet mediated activity performed on a global scale with the visual/pictorial turn. Hashtag is a new Internet writing phenomenon, which appeared first in Tweeter and now is widely used by most people in different social networks. It appears to be arguable if hashtags are posted for discourse purposes and interaction among people, what they are intended for (what urges people to write them), how "hashtag language" is developing, and how hashtags affect people.

Hashtags do not present a discourse itself but they serve as a starting point for discourse emergence. They should be understood as affordances which allow multiple interpretations. Affordances are environmental opportunities for action. Following Gibson's ecological approach to perception (1979) and Chemero's radical embodied perspective (2009), hashtags are not sense-making symbols by themselves, but affordances or opportunities for behavior which are meaningful to an observer. They are relations between particular aspects of individuals and particular aspects of situations. Affordances belong to an observer-environment system. What do hashtags afford?

Generally, two pragmatic purposes are outlined (1) topic-based (experiential) and (2) evaluative (expressive or interpersonal). However, hashtags help not only make the topic visible or express emotions associated with some experience but also they make the person's profile visible and popular, for example inventing a new hashtag (exhibitionist stance) or by the use of popular hashtags making your profile page most visited (marketing tricks). Moreover, hashtags invite to the discussion of something encouraging a feedback (commentaries). They help orient in the bulk of digital information and facilitate the search of the target topic as one of the means to adapt to the digital environment. According to Scott (2018), hashtags can be used to guide the inferential processes which is interesting to analyze from semiotic and linguistic angles.

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Evaluation and visibility in homepages from websites of European Research projects and from corporate websites

In recent years, the way scientific work is shared and disseminated has substantially changed due to the new affordances offered by digital media and the internet. Besides publishing their work in international journals, researchers need to increase their visibility so as to disseminate scientific knowledge, publicise their services and reach potential beneficiaries. The websites created by international research groups have become increasingly important channels for achieving these objectives. In particular, website homepages are now recognised as a central web-generated genre insofar as it functions both as a gateway and a promoter of the institution represented in the website (Askehave and Nielsen 2005).

This study aims to explore the way visibility is instantiated and constructed by means of evaluative strategies in the homepages of International research group websites. Since homepages have primarily a promotional function, as a point of contrast, I will also analyse the way visibility is shaped through evaluation in homepages from corporate websites.

To undertake this study, I will use a corpus of 15 homepages extracted from the websites of H2020 funded European research projects in the technological field and another 15 homepages of websites belonging to top European corporations in the same sector. Using a corpus driven approach I set out to identify, classify and quantify the evaluative rhetorical strategies performed (using textual rhetorical strategies as well as other strategies afforded by websites) in the two corpora. Ultimately, this analysis will attempt to reveal and compare the values, identities and ideologies which are projected in these texts and to help define the construct of visibility in academic and corporate websites.

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The About-page in blogs: Interactive and multimodal presentation of the self

Web mediated presentations of the self use authentic emotions (cf. Misoch 2004), self-disclosure (cf. Reinecke/Trepte 2005) and marketing, trying to become identification models for readers. The social proof becomes the digital reputation (cf. Zerfaß/Boelter 2005) of the producer of texts and therefore is the basis of a very special relationship between producers and recipients. What still needs to be looked at more closely is the textual presentation, including multimodal and interactive aspects, of the self especially in blogs, because blogs traditionally focus on the writing self.
Starting with our content-analysis of writing guides to successful communication in digital media in our project MIT.Qualitaet, my talk will give a short overview on aspects of metadiscourse in the self-presentation of bloggers. Because "truth" becomes vulnerable in public (cf. Keus 2014), "intersubjective statements" from third parties underline authenticity (cf. Runkehl 2012) as well as expertise of the author. Since blogs differ widely due to their topics and functions and only few bloggers get a lot of attention, the talk then concentrates on well-known bloggers helping others to write blogs, focusing on interpersonal and textual metadiscourse in blogs. Special focus will be placed on the structure, function, coherence and meaning of theses bloggers' about-pages, being the virtual reality face of the blogger. Additionally, I will look at their blogposts on how to write an about-page with all its multimodal and interactive aspects, like photos, readers' comments, links to recommended about-pages, to references etc. Between the paragraphs of the textual self-presentation the about-page contains interactive and multimodal elements, like i.e. opt-in-boxes, social media buttons, photos and illustrations, in order to convince readers to comment or subscribe and become followers of the blog. The about-me-page turns out to be an about-you-page as well, addressing the readers directly and asking them for an interactive confirmation of the blogging self.

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Interactional metadiscourse in online popular science videos

Researchers are facing an increasing demand to make their work visible and accessible to the public and to make this public aware of the value and relevance of their research. Online popular science videos are useful tools to reach a wide audience and increase public interest in science. They offer researchers the opportunity to combine various semiotic resources to present science in ways that the general public can understand and engage with. In this study, I analyse how scientists interact with the public in 15 online videos produced by research groups at a Spanish University in collaboration with the Unit of Scientific Culture and Innovation (UCC+i) of such University. The videos are intended to make the work of the groups more visible and to promote scientific, technological and innovation culture in society. I draw on Hyland's (2005) model of metadiscourse to explore how interactional metadiscourse is used in these videos to engage the interested public. However, this model of interactional metadiscourse is expanded to include not only text but also other semiotic devices which enable the producers to signal their attitude towards the content and establish a relation with the viewer. The research is intended to explore how various semiotic resources are combined by the researchers producing the video to express commitment to and attitude towards propositional information, to attract the viewers' attention and include them as participants in the discourse or to indicate the presence of the researchers.

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Citation machines: The use of evidentials in the academic writing of Japanese university students

The digital medium has transformed communication and the way that knowledge is presented. This influences many spheres of life including academia where digital literacy skills are of major importance in the composing of academic texts. Technology is allowing for an ease of access to information and this is affecting the use of citation as writers begin to more frequently use sources which are available electronically (Pérez-Llantada, 2016). In recent decades, the citation practices of academic writers have been widely-researched (e.g. Hyland, 1999; Pecorari, 2006; Petrić, 2007) but, while many of these studies have focused on expert writers at the postgraduate and professional level, there has been less written about novice student writers writing in an EFL environment. Therefore, this study analyzes a corpus of research papers written by Japanese university students writing in English. The corpus was examined for the use of evidentials and their form and function assessed. By understanding more about how student writers use this important metadiscoursal feature we can assist learners in developing the resources and strategies necessary to successfully integrate sources in their writing

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Disseminating research digitally: An analysis of boosters in research group websites

Research findings need to be turned into primary output, i.e. peer-reviewed research articles, chapters or books, which constitutes certified and legitimised knowledge (Puschmann 2015), but they also need to be disseminated so that they reach global, multiple audiences, comprising not only scholars and scientists, but also beneficiaries, funders and other stakeholders. In such dissemination digital media currently play a key role.

In this paper the focus will be on the dissemination of research carried out by H2020 projects through their research group websites. An analysis of boosters as markers of certainty and intensifiers of meaning (Hyland 2005) will be carried out in an attempt to explore the textual mechanisms that promote research e-visibility. Boosters in printed academic genres (primary output) are found mainly to be used to indicate the authors' commitment to the propositions stated, closing down interpretations and alternative views (Hyland 1999). However, in digital academic communication in which research is disseminated these metadiscourse markers perform varied interactional functions; they seem to be strategically employed to claim efficiency, enhance credibility and build reputation. As such, metadiscourse features may not only be considered context-dependent but also media-dependent. This study delves into scholars' digital discursive practices and on how digital media impact language uses (Kuteeva and Mauranen 2018), in this case the use of interactional metadiscourse when recontextualising research for diverse audiences.

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Code glosses in European project websites

European project websites are visibility-enhancing platforms for the project participants (institutions and academics) and their research. In order to compile the contents of the different pages of such project websites, some general judgements about the intended readers must be made, together with some specific assumptions about their knowledge and cognitive abilities. Some evidence of these assumptions may be found in the use of code glosses (interactive metadiscourse), for instance, in definitions of technical terms and exemplifications of concepts and ideas (cf. Hyland 2007, Murillo 2012). Thus, this paper aims to analyse the role of code glosses in the text included in European project websites. I will carry out a qualitative and quantitative analysis of 15 websites of the Horizon 2020 research programme, which form part of a pilot corpus on digital genres carried out by the InterGEDI research group at the University of Zaragoza. I will focus on the more fixed pages of the websites, i.e. those which are used to state the aim and objectives of the project and to describe the main outcomes. Grammaticalized discourse markers of reformulation (*i.e., that is, that is to say, in other words, namely*) and exemplification (*for example, for instance*) will be analysed, and also other metalinguistic expressions and punctuation signs used to introduce these discourse processes, such as parentheses. Attention will be paid to the use of links as reformulating devices. From this research, we can obtain some insights into the intended purposes and readership of the websites. Although different audiences (stakeholders, scholars in the field, other scholars) may be contemplated, it seems that the webs also consider the general public as their target audience, primarily to present their project research as valuable for society.

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Metadiscourse in restaurant reviews: A corpus-based appraisal analysis

The popularity of online platforms like TripAdvisor® is rapidly increasing, as users more and more often rely on other people's previous experiences before they plan a holiday, a dinner, or a party. In the present paper, which is part of a PhD project on the role of authenticity on the evaluation of Italian restaurants in the UK, I will outline how customers use TripAdvisor® to discuss and evaluate their Italian dining experiences in Lancaster, a small university city in the North West of England. More specifically, I will focus on those words that communicate the reference to another review or reviewer, illustrating how these are used in the reviews of Italian restaurants and compare those with non-Italian restaurants. To accomplish this main goal, I created two DIY-corpora: one corpus includes the reviews of eight Italian restaurants, whereas the other is a reference corpus containing the reviews of seventeen non-Italian restaurants, serving seven national cuisines. First, I employed Wmatrix (Rayson 2003) to observe the frequency, the occurrences and the collocates of the words 'review(s)' and 'reviewer(s)'. Second, I carried out an appraisal analysis of the data (Martin and White 2005), in order to examine the impact of these references on the reviewers' evaluation of their experiences. By comparing the occurrences of the words 'review(s)' and 'reviewer(s)' in both corpora and their effect on the reviewers' overall evaluations of their dining experiences, I will discuss the role of each reference in the overall review where they feature. In so doing, I aim to shed some light on the extent to which previous reviews could influence the reviewers' final evaluation of their dining experience, in terms of expectations and their (possible) fulfilment.

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Metadiscourse in presentations of the International Summit on Human Genome Editing

Recent discoveries concerning the modification of the human genome have opened a large-scale public discussion, gathering together scientists, bioethicists, legal professionals and sociologists. Two international summits on human genome editing – one in December 2015 and the other in November 2018 – have served as a forum for discussion and dissemination of this information. This study explores the use and distribution of metadiscourse in presentations delivered at the first summit, awaiting the publication of papers and slides covering the second summit for a further diachronic analysis.

The study applies Hyland's (2005) model of metadiscourse as a realisation of the interests, the perspectives and the values of text producers and focuses on both interactive and interactional metadiscursive resources. Hyland's model is applied to the analysis of papers commissioned after the summit and is extended to PowerPoint presentations adopting a multimodal perspective (Bateman 2008; Jewitt 2009; Hiippala 2015). Consequently, the analysis focuses not only on textual and discursive dimension, but also includes visual and spatial aspects, where applicable.

Given the global reach of web-communication, the combination of the "hot academic topic" (Forceville 2007: 1235) of multimodality with traditional linguistic studies of meaning construction applied to the analysis of specialised digital communication acquires unprecedented relevance. The study aims at analysing metadiscursive strategies across various modes – including language, image and layout (Bateman 2011; Kress 2014; Forceville 2014). The research adopts a multi-perspective methodology including discourse analytical tools and multimodal analysis of documents (Bateman 2008; Jewitt 2009; Hiippala 2015).

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The metadiscursive aspects of digital advice giving: Hedging and boosting in an agony aunt's column

It is a well-known fact that advice-giving practices may differ from culture to culture. While some societies such as British culture refrain from giving advice, others such as Turkish may prefer to give advice perceiving it as an indication of solidarity. Thus, precautions for preventing this nature of advice is taken by language itself in a systematic way through the employment of hedges and boosters. Scholars have different opinions about hedging. Hyland (2005) links it with modality and perceives it as indicating the degree of certainty, for other scholars such as Brown and Levinson (1987) it has boundaries with politeness. From the perspective of politeness, hedging mitigates or softens a piece of spoken or written text, while boosting increase the epistemic commitment of the utterances. According to Kussmaul (1997:74) a hedge is 'hiding behind a hedge'. What this definition may indicate is that the author of the text refrains from taking responsibility for the propositional truth of his utterance and downtoning what he is proposing and appearing more objective to the audience. Kussmaul(1997) mentions the fact that the interpretation of hedges should be understood according to the type of speech act used. Thus, taking advice as a starting point for understanding metadiscursive aspects of language, this study will observe the tendencies in advice-giving in digital discourse through hedges and boosters. The relation that holds between speech acts and their metadiscursive aspects is of paramount importance to understand the importance of hedging and boosting in societies. This study investigates the employment of advice as a non-academic communication practice in Turkish agony aunt's column digitally. Using the CLAN CHILDES program the data were analysed quantitatively and qualitatively, and patterns in the employment of hedges and boosters were uncovered. In addition, contexts in which the use of metapragmatic items were identified and contrasted to find out the functions of hedge and booster preferences in advice-giving.

The findings of the study indicate the use of hedges and boosters in speech acts and their interpretation should be evaluated in terms of the use of that specific speech act and the tendencies cultures use in advice-giving is uncovered through this study.

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Scientists' digital identity: contrasting self-mentions in research project websites and related science blogs

Scientists in international research projects may need to adopt different identities depending on their duties and their purposes, and exploit different digital media and genres for the dissemination and impact of their research results. These have increasingly taken over in many scholarly and professional fields, such as the scientific one, involving English as the main vehicle for this kind of communication. This paper presents a contrastive observational study between two of those digital media or genres, namely, the website and the academic blog, in an attempt to bring the notions of identity and voice and the currently prominent spectrum of sophisticated digital media and genres closer. In the website, which belongs to a research project funded by the Horizon 2020 European programme, and the blogs, referred to within the very same website, self-mentions have been analyzed to explore interpersonality and authorial voice (Hyland, 2002; Lorés-Sanz, 2006). Specific connections between the two genres have been made regarding their affordances, and illustrative examples are offered to better comprehend the creation of a communal identity as opposed to an individual identify, as well as differences in frequency and use of self-mentions and personal references in those texts. A cline of visibility features will be used to frame the results and establish some meaningful patterns and tendencies. Various meanings for the use of self-mentions will be also pinpointed, following Tang and John's categorization (1999). Overall results will unpack the complexities in crafting a digital identity and the role these metadiscoursal devices have in this process when communicating online through these specific genres.

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Metadiscourse in Thai and New Zealand Theses

Metadiscourse has been a major research focus in various genres and contexts, but less research has compared metadiscourse use by native and non-native writers of English across disciplines. This study examines metadiscourse variation across educational contexts as well as across disciplines. The analysis is based on a corpus of 116 master's thesis discussion and conclusion chapters written in English by Thai and New Zealand postgraduates in the disciplines of English Language Teaching and Business Administration. Semi-structured interviews were conducted with 24 disciplinary supervisors in order to gain insight into thesis writing and metadiscourse use from the reader dimension. Preliminary findings suggest that overall the New Zealand writers employ more metadiscourse features than the Thai writers in English theses. While both New Zealand and Thai sub-corpora show higher use of interactive metadiscourse than interactional metadiscourse, the New Zealand writers make significantly greater use of interactional metadiscourse than do the Thai writers. A disciplinary comparison within the New Zealand sub-corpus reveals significant variation in the use of interactional metadiscourse between English Language Teaching theses and Business Administration theses but not in the use of interactive metadiscourse. Within the Thai sub-corpus, there is no significant variation in the use of either interactive metadiscourse or interactional metadiscourse between the two disciplines. Interview data suggest that supervisors' expectation and local academic culture are significant sources of input which shape how postgraduate students use metadiscourse in their theses. Pedagogical implications are discussed for postgraduate writing instruction.

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Mediatizing the Subaltern: Metadiscourse and Online Comments on Homeless Voices

The subaltern cannot speak; therefore, it is the responsibility of the intellectual to speak on their behalf (Spivak, 1998: 104), or to give them a *voice* (Hymes, 1996). In this paper, we consider a case of the mediatization of homeless people's voices through online art. Our data includes the 2013 video piece by Andres Serrano titled *Signs of the Times*, posted on YouTube and featured in a Guardian article (18 December 2013). *Signs of Times* is a sequence of 200 signs purchased by Serrano from homeless people in the streets of New York. Another set of data comes from the Instagram feed of Cornelia Parker, who occasionally posts photos of homeless people's signs. The resemiotization (Iedema, 2003) of the signs by artists in their artworks provides one level of metadiscursive commentary, which in the spirit of Spivak and Hymes, gives voice to the homeless. Yet, the online comments accompanying these artworks are highly polarized as far as the legitimacy of the artists' rights to appropriate and recontextualize these texts. Following on from these considerations, we discuss the multi-layered chains of metadiscursive representations and comments of the homeless people's signs/voices, and we argue that artists, rather than
academics, are far better placed to represent the subaltern. On the other hand, the barrage of extreme and conflicting comments welcoming and condemning these representations suggest at least some resistance to the idea of re-centring subaltern voices. This is in line with existing evidence that a sizable amount of the individually posted online content and comments legitimates and re-inscribes large scale sociocultural inequalities and hegemonic ideologies (e.g. Chun and Walters, 2010; Thurlow and Jaworski, 2010; Walton and Jaffe, 2010).

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Internationalization discourse: A multimodal analysis of university websites in Iraqi Kurdistan region

In recent years, the interaction between language and image and media discourse at university level has become a pivotal point in conveying meaning through media and multimodal approaches. The term internationalization has emerged in the last recent two decades. It has become an area of interest among researchers as it has become a need for Kurdistan's universities contexts in Iraq. The university websites have to focus on the importance of internationalization since university websites are designed to communicate with different people from different cultural and different countries as their discourse was internationally oriented.

Websites are regarded as a media tool or medium of communication. Media discourse is defined an interaction that happens through a broadcast platform, whether spoken or written, in which the discourse is oriented to a non-present reader, listener or viewer. The multimodals are designed for making-meaning. Meanings are generally made through different kind of modes such as drawings, gesture, image, speech and writing. All of them together play a significant role in making-meanings in communicative processes.

The focus of this paper is to see that what kind of relationship exist between language and image of university's websites in Kurdistan of Iraq. To know how media discourse is handled, which can affect communication to be more understandable and how the topic of internationalization is taking place.

The study uses the principles of multimodal discourse analysis to analyse different modes of written and audiovisual signs. The data are taken from the websites of three universities of the three different major cities in Iraqi Kurdistan Region. The study reveals that modes used in these websites are not harmonized. Some university websites, modes are rarely or poorly linked together to give a perfect meaning. Undeniably, media and multimode play a great role in conveying the intended meaning and meaning-making in communication processes of the university webpages.

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A Multimodal Discourse Analysis of Textual and Visual Metadiscourse in Discipline-Specific L2 Student Writing: The Missing Link in Analysing Written Academic Genres?

Despite evidence suggesting that written texts are invariably visual and linguistic, written academic genres tend to be viewed as monomodal. While several studies have highlighted the centrality of multimodal meaning in specialised discourse, research has yet to systematically investigate the co-deployment of the written and visual modes in discipline-specific writing, particularly however the central role played by metadiscourse in establishing image-text relations. This study therefore aims to develop a framework for analysing metadiscourse as an integral part of multimodal meaning-making in a written academic genre set in the English for Specific Purposes (ESP) context of a business school. Adopting Hyland's (e.g., 2005) interactive approach to metadiscourse, it will be argued that, while textual and visual metadiscourse strategies are central to ESP writing, they pose a particular challenge for L2 student writers. Drawing on a self-compiled specialised corpus, which contains more than 400 library research papers produced by advanced business students, the study proposes an integral approach based on corpus analysis and qualitative data analysis (QDA). A major advantage of combining text and corpus evidence is that it provides the researcher with two entry points into the data. In first adopting a text-based perspective, QDA tools are used to code the various metadiscourse strategies. Subsequently, corpus methodology is used to retrieve frequent co-occurrence patterns of metadiscourse resources. The principal finding of this research is that both textual and visual metadiscourse resources are central to meaning-making in discipline-specific writing. The business students under investigation combine subject-specific visual and textual resources to construct knowledge in their writing. The results show however considerable variation in the usage patterns identified for interactive and interactional metadiscourse markers. These findings suggest that, while some business students seem capable of multimodal meaning-making in their writing, the large majority of these students is not fully aware of multimodal interaction in specialist language. An implication of this is the need for a shift in ESP towards multimodal pedagogy.

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A comparative study of verb and noun boosters in engineering and linguistics research papers: Patterns of use and pragmatic functions

The present study looks into the use of the metadiscourse markers known as boosters, and in particular, with regard to their verb and noun forms. Boosting is a communicative strategy for expressing commitment to statements formulated by writers in order to persuade readers (and also editors) of their veracity and validity (Holmes, 1984; Hyland, 1998a; Peacock, 2006). Several studies approached cross-disciplinary variations in the use of boosters (Hyland, 1997; 1998a; 2001; 2004; Hyland & Tse, 2004; Peacock, 2006) and reported differences related to their frequencies and forms. However, no study, to my knowledge, has undertaken a comparative study of specific booster forms, in this case, verbs and nouns. Two corpora of nearly around 650,000 words were compiled, covering the fields of Engineering and Linguistics. The corpora were manually annotated for metadiscourse markers, boosters included, by a group of annotators using Metool software (http://meta-marisa.dinel.org.uk/), designed to that end. A predetermined list was used for annotation, but throughout the annotation process the list was modified to better reflect the use of metadiscourse in the corpora. The raw count of the verb booster occurrences shows similarities between the two corpora: 1,007 in Engineering and 972 in Linguistics. The range of the different verbs was also similar: 16 in Engineering and 15 in Linguistics, with 'show', 'determine' and 'demonstrate' being the most frequent items. However, the use of noun boosters is clearly different, registering 259 occurrences in Engineering and 485 in Linguistics. The range of the different nouns used is also slightly different: eight in Engineering and five in Linguistics, with 'evidence' being the most frequent, followed by 'conclusion' and 'fact' but with the interchanged positions in the two corpora. As this is work in progress, the co-text of the verb and noun boosters will be analysed to identify the variations in the phraseological patterns of the items under study. This study has been conducted within the research project "Identificación y análisis de las estrategias metadiscursivas en artículos científicos en español e inglés" of the Spanish Ministry of Economy, Industry and Competitiveness (FFI2016-77941-P).

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Evolving trends in disclosure communication

This paper takes a synchronic / diachronic look at evolving trends in the disclosure (and non-disclosure) of information and knowledge. Disclosure is an essential feature in the dissemination of knowledge and failure to disclose knowledge and information can have significant consequences. It would appear that the disclosure of knowledge and information is taking on an increasingly central role in a number of important spheres (social, legal, economic, medical political), strongly influenced by the transformations made possible by the changing affordances in digital communication. In particular, the paper will examine a number of texts in some key areas of academic communication (disclosure clauses in academic publishing) and non-academic communication (disclosure in patient information leaflets, nondisclosure clauses in insurance agreements). The aim is to use the disclosure-nondisclosure lens to highlight the evolution of communication practices in such texts, as well as to focus on some related conceptualisations (like transparency and accountability) and paradoxes underpinning communication practices in these texts.

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Dialogic and oral trends in e-tourism discourse: a cross-generic interpersonal view

The discourse of promotional tourism has undergone an evolution in the last decades, its major asset being the role given to subjectivity, materialized by the appearance of the customer's voice, meant to give a sense of dialogic interaction (Suau-Jiménez 2017a, 2017b). This has been the result of various factors, as is the need to listen to and engage customers (Austin 2009, Berger 2014), and also the fact that many 2.0 travellers (Suau-Jiménez 2012) now contract their own products and/or destinations and need to be persuaded in a personal way.

The travel guide was designed before the internet boom using a formal, objective style made of passive and impersonal structures that hid the author's voice and excluded any personal experience (Calvi 2016). Although objectivity is still used, it has progressively lost importance in favor of subjectivity, oralization, and emotional language (Suau-Jiménez 2017, Calvi 2018). Similarly, e-genres like hotel and restaurant websites or booking platforms use dialogic and oral style in a two-way communication with the customer (Xiang & Gretzel, 2010). Through well-designed expressions that may include colloquial terms (Briz 2010), these e-genres narrate the beauties and wonders of destinies, attractions, restaurants, etc., and insert personal experiences and traveller evaluations, using oral language.

This discursive turn has motivated the current paper, in which I explore the dialogic and oral discourse of three e-genres: tourism guides, hotel websites, and booking platforms. My argumentation and my discussion are the result of previous, corpus based studies (Suau-Jiménez 2012, 2017a, 2017b), from the interpersonal metadiscourse (Hyland 2005, 2008) and the interpersonality (Lorés, Mur, Lafuente 2010) frameworks. Results show a particular interpersonality pattern with specific lexico-grammatical realizations which are language, genre and domain-driven. Conclusions point towards the on-going importance of subjective, oral and emotional language in tourism, influenced by new digital business trends and social networking practices.

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Stance markers in essays written by upper secondary pupils attending Norwegian, Swedish and British schools

The concept of stance, synonymous with interactional metadiscourse (Hyland, 2005a), refers to the linguistic resources with which writers express opinions and establish rapport with their readers (Gray and Biber, 2012). Contrary to traditional beliefs that writing ought to be impersonal and objective (Harwood, 2005), a growing body of stance-related research continues to unveil the interpersonal rhetorical strategies used by professional (Dafouz-Milne, 2008; McGrath and Kuteeva, 2012) and novice (Qin and Uccelli, 2019) authors. Studies also find that explicitly teaching metadiscourse can help to cultivate the compositional skills of university students (Crosthwaite and Jiang, 2017). However, the current pool of research mainly focuses on "highly visible and high-prestige genres in academia" (Ädel, 2018, p. 55) and little research investigates stance in pre-tertiary writing (Dobbs 2013). This study aims to address this gap by quantifying stance markers in a corpus of 282 pupil texts written under authentic evaluation conditions at Swedish, Norwegian and British upper secondary schools. The analysis identifies the stance devices upon which pupils rely, and compares stance across the Scandinavian and British contexts, and across different genres. Categories from previous studies have been consolidated into an adapted taxonomy that accounts for sub-categories of hedges, boosters, engagement markers and attitude markers (e.g. Hinkel, 2005). For example, hedges were quantified as either rounders, plausibility shields, downtoners or first person hedges (e.g. Salager-Meyer 1994). Furthermore, search terms are drawn both from previous research (Hyland, 2005a) and from a close reading of 32 texts. Preliminary findings suggest that the pupils' use of stance varied more according to genre than to geographical location. Rounders (e.g. 'almost', 'roughly'), for instance, occurred frequently across all educational contexts, but were most frequent in the political analysis genre in which pupils referred to statistics and made generalisations to frame their arguments. The findings illustrate the merits of adapting a taxonomy to a particular corpus and imply the benefits of exposing pupils to writing in a range of genres.

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Patterns of equivalence and elaboration in exemplification

Among the cornerstones for the success of academic writing is explaining and supporting claims and arguments via examples. Examples are forms of code glosses similar to reformulations that help readers understand writers' intended meanings (Hyland, 2007) and contribute to the process of argumentation in texts (Triki, 2017). Examples are often introduced via such "discourse labels" (Adel, 2006) as *for example*, *such as*, *for instance*, *an example of* etc. As forms of metadiscourse, examples involve an asymmetric equivalence relation (Mann and Thompson, 1987: 82) between exemplified and exemplifying chunks. The main objectives of this study are to demonstrate how this equivalence relation is lexico-grammatically construed in academic writing and to re-examine the constraints imposed by disciplinary practices in using exemplification. To reach this end, the study investigates the use of examples in a corpus of 80 research articles (RAs) of about 770 000 words compiled from electronic journals published online. The corpus covers four disciplines in the soft sciences (10 RAs from each, namely: Linguistics, History, Marketing and Economy) and four disciplines in the hard sciences (10 RAs from each, namely: Computer Science, Electrical Engineering, Physics and Materials Science). Annotation was based on an automatic search of potential candidates (a list of 27 search items compiled from the literature) then a semi-automatic analysis of exemplification chunks was performed using the UAM Corpus Tool software (O'Donnell, 2008). Exemplification instances were analyzed in terms of their units (exemplified units, exemplification markers and exemplifying units) and in terms of their in-context functions. Primary results suggest that exemplification is a recurrent discourse function in academic writing regardless of the soft/hard distinction but it is more frequent in the soft sciences. An uneven distribution across the eight disciplines suggests that the soft-hard continuum is not an appropriate distinction, at least when a discourse function like exemplification is at hand (a finding that contradicts that of Hyland, 2006). Results also show that the units that are mostly exemplified come in the form of nominal groups and various types of clauses. It is also found that the type of element to be exemplified imposes constraints on the choice of the exemplification marker. In terms of their elaborative power and their patterns of equivalence, exemplifying units in the form of clauses seem to be more elaborative than those in the form of nominal groups. As such, equivalence between the units exemplified and those exemplifying seem to be in turn governed by the degree to which exemplifying units are more/less elaborative.

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Engaging the audience in the digital era: A multimodal analysis of engagement strategies in TED talk videos

The popularization of scientific knowledge among the non-specialist audience has become a new challenge confronting many scientists. This challenge is partly caused by the fact that some scientists have been accustomed to expert-to-expert interaction and have little experience of communicating with a non-specialist audience. One attempt to tackle this problem is the launch of the TED (Technology, Entertainment, Design) website, a platform that allows scientists to directly disseminate knowledge to the general public. Since 2006, TED has been publishing conference presentations online in video format and these TED talk videos are available to a diverse audience that includes anyone who has access to the Internet. These videos provide information by drawing on multimodal resources including the verbal, aural, and visual modes. Therefore, engagement of the online audience in these videos requires scientists not only to draw on linguistic resources, including the use of metadiscourse, but also to draw on other modes of semiotic resources. However, previous investigations of audience engagement in TED talks have mostly examined only the linguistic mode and rarely gone beyond this to take multimodal resources into consideration in their analysis. This study aims to fill this gap by providing a multimodal analysis of TED talks, taking into account the multimodal resources (shot, gaze, gestures, use of image) that accompany the linguistic engagement markers employed by TED speakers. In this way, the study explores how multiple semiotic resources are combined in TED talk videos to facilitate audience engagement. The study reveals how linguistic features of metadiscourse are complemented by visual elements to engage the online audience and to facilitate the popularization of science in the digital era.

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Metadiscourse functions in political speeches: A preliminarily study of 3 democratic reform leaders' national addresses

The study employed discourse analysis and corpus analysis to analyse the corpus of translated national addresses of 3 political leaders, including General Prayut Chan-o-cha (Thailand), U Thein Sein (Myanmar), and General Pervez Musharraf (Pakistan), who led their countries in a democratic reform after the military junta and had all given national addresses to their citizens, with the English translated version was also officially available for international audiences. The aims were to investigate the use of reflexive metadiscourse and attempt to derive patterns used in such political discourse in hopes of contributing to the field of metadiscourse as well as political discourse from non-native speakers. The corpus was constructed by randomly selecting 15 addresses given by each leader, accounting to 45 addresses in total (129,460 running words). The corpus was analysed and coded with tags to classify the metadiscourse functions used in the discourse. The taxonomy proposed by Ädel (2010) was adapted as the annotation basis to define the tags and the search terms included only "I", inclusive "We", "You", "Let me", and "Let us" to screen out the non-reflexive sentences. The results showed that 314 of 7,663 sentences (4.09%) were used with reflexive metadiscourse function. Out of 23 functions proposed in Ädel (2010)'s taxonomy, excluding the "other speech act labelling", 16 functions were presented, including repairing, reformulating, clarifying, managing terminology, introducing topics, delimiting topics, adding to topic, concluding topic, enumerating, endophoric marking, previewing, reviewing, contextualising, exemplifying, anticipating the audience's response, and managing the message. The study also reported significant use of "Elaborating", one of the previously "other speech act labelling" function which tells the audience that the speaker would like to elaborate or emphasize on the topic. It is recommended to retest the same setting with a larger corpus or with different social situation setting.

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