



Metadiscourse Across Genres

Mapping out interactions in spoken and written discourses



MAG2021 CONFERENCE PROGRAMME

&

BOOK OF ABSTRACTS

<http://www.metadiscourseacrossgenres.com/>

Organized

in collaboration with

IULMA Research Institute

(Interuniversity Institute of Applied Modern Languages)

Jaume I University

Castellón, Spain,

May 27-28, 2021

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FOREWORD

Welcome to the third-of its-kind Metadiscourse Across Genres Conference (MAG 2021) organized Online in collaboration with IULMA Research Institute (Interuniversity Institute of Applied Modern Languages) in Jaume I University, Castellón, Spain, on May 27-28, 2021.

Going backwards in time to remember the initial idea and organization of Metadiscourse Across Genres conference series in 2016, it is our pleasure to witness how our #MAGily has grown so far. In the first MAG conference in 2017 in Northern Cyprus (MAG2017) organized by Prof. Dr. Yasemin Bayyurt, Assoc. Prof. Dr. Ciler Hatipoglu and Dr. Erdem Akbas, we welcomed approximately 120 researchers and presenters all around the world with the participation of key figures in the field as plenary speakers (Prof. Dr. Ken Hyland, Prof. Dr. Anna Mauranen and Prof. Dr. Annelie Ädel). Following this success in 2017, we organized the second MAG conference in Italy with the help of our great colleague Larissa D'Angelo and her team in CERLIS from University of Bergamo, which accommodated almost 90 participants in another three-day conference on Metadiscourse. Our plenary speakers at MAG2019 conference included Prof. Dr. Anna Mauranen, Prof. Dr. Annelie Ädel, Prof. Dr. Maria Kuteeva, Prof. Dr. Carmen Sancho-Guinda, who shared their research on Metadiscourse Digital Communication.

And now, it is time for MAG2021, which was planned to be a face-to-face conference; however, due to the COVID-19 issues, the organizing committee decided to host MAG2021 as an Online Conference. We are sure that this will be another success in the field and contribute to the advancement of the research related to Metadiscourse. The theme of MAG2021 is *Metadiscourse in Intra/Inter/Cross-Cultural Communication: Reconceptualization of Metadiscourse across genres and contexts*. We would like to thank our plenary speakers Prof. Dr. John Flowerdew (Lancaster University, United Kingdom); Prof. Dr. Rosa Lorés Sanz (University of Zaragoza, Spain); Prof. Dr. Paul Thompson (University of Birmingham, United Kingdom), who agreed to be part of MAG2021. However, due to a surgical operation scheduled on the day of his plenary talk, Prof. Dr. John Flowerdew had to inform that he could not participate as planned. Prof. Dr. Rodney Jones from University of Reading kindly agreed to give a plenary talk at such a relatively short notice.

Before presenting the conference programme and the abstracts of the studies accepted at MAG2021, I would like to take the opportunity to our sincere appreciation and thanks to each one of the contributors sending their proposals and the anonymous reviewers who spent their invaluable time to help us and authors with their comments and knowledge in relation to abstracts. We need to admit that without their support and experiences, it would have been impossible to bring this conference to completion. Thus, we thank everyone for making it something that is 'MAG'nificent. We hope to welcome you in MAG2023 in two years' time as well.

Dr. Erdem AKBAŞ

On behalf of the MAG2021 Organising Committee
May 2021, Turkey



Metadiscourse Across Genres

Mapping out interactions in spoken and written discourses



3RD METADISOURSE ACROSS GENRES CONFERENCE

MAG 2021

METADISOURSE IN INTRA/INTER/CROSS-CULTURAL COMMUNICATION



Metadiscourse Across Genres

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CET TIME / DATE		THURSDAY 27th	
09:15 – 09:30		Opening ceremony	
09:30 – 10:30		Plenary session Chair: Begoña Bellés-Fortuño Professor Rodney H. Jones (University of Reading, UK) <i>Metadiscourse and Political Protest</i>	
10:30 – 10:45		Break	
Parallel sessions			
10:45 – 12:00	Cross-disciplinary and cross genre Metadiscourse analysis of spoken and written discourses Chair: Erdem Akbas	Recent Theories and perspectives about Metadiscourse Chair: Ignasi Navarro i Ferrando	
10:45 – 11:00	Rabia Ötügen, Mehmet Takkaç and Oktay Yağız (Atatürk University, Turkey) <i>Metadiscourse Markers in ELT Dissertations: A Comparison Between the Final Chapters Written by Turkish and Anglophone Researchers</i>	Francisca Suau (IULMA / Universitat de València, Spain) <i>Discursive interpersonality: a new perspective that challenges metadiscourse?</i>	
11:00 – 11:15	Olga Dontcheva-Navratilova (Masaryk University, Czech Republic)	Francisca Suau and Francisco M. Ivorra-Pérez (IULMA / Universitat de València, Spain)	

	<i>Metadiscourse as a means of persuasion in research articles: Cross-disciplinary and intercultural variation</i>	<i>How readers may challenge authors: parascientific communication in Covid-19 newspaper articles</i>
11:15 – 11:30	Qin Yang (Universidad Complutense de Madrid, Spain) <i>A comparative study of contrastive transition markers in Spanish: Chinese speaking learners and expert writers</i>	Ignasi Navarro i Ferrando and Antonio-José Silvestre-López (Universitat Jaume I, Spain) <i>Deliberate metaphor as interactional metadiscourse in guided meditation</i>
11:30 – 11:45	Viviana Innocentini and Federico Navarro (Universidad Nacional de Mar del Plata, Argentina / Universidad de O'Higgins, Chile) <i>Boosting and hedging in Spanish and English abstracts: contrasting strategies among multilingual writers</i>	Gang Yao and María Luisa Carrió-Pastor (University of Murcia / Universitat Politècnica de València, Spain) <i>Metadiscourse analysis: A methodological review</i>
11:45 – 12:00	Erdem Akbas, Gulin Dagdeviren-Kirmizi and Ozkan Kirmizi (Erciyes University / Baskent University / Karabuk University, Turkey) <i>A cross-disciplinary study of Anticipatory it: Frame-phrase perspective towards exploring metadiscourse in academic prose</i>	Man Zhang (Humboldt University in Berlin, Central China Normal University, China) <i>A Text World Theory Approach to Metadiscursive Is in research Articles</i>
12:00 – 12:15	Break	
Parallel sessions		
12:15 – 13:30	Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts Chair: Ana Bocanegra-Valle	Intra/Inter/Cross-Cultural Metadiscourse in (digital) non-academic texts Chair: Carolina Girón García
12:15 – 12:30	Vesna Bogdanović and Dragana Gak (University of Novi Sad, Serbia) <i>Is "This paper presents" prevailing over "We will present": The use of frame markers vs. self-mentions in abstracts written by graduate students</i>	María José Luzón (Universidad de Zaragoza, Spain) <i>Public dissemination of science through Twitter: an analysis of metadiscourse in the Twitter of scientific organisations</i>
12:30 – 12:44	Aisha Alsubhi (Umm Al Qura University, Saudi Arabia)	Daniel Pascual and Pilar Mur-Dueñas (Universidad de Zaragoza, Spain)

	Interactional Metadiscourse in Online Advertising: The Use of Stance and Engagement Markers in the Academic Advertisements of Arab Universities	<i>Tweeting in EU research projects: Pragmatic functions and metadiscoursal realizations</i>
12:45 – 13:00	Basim Alamri (King Abdulaziz University, Saudi Arabia) Metadiscursive nouns in applied linguistic journal abstracts: MENA vs. international	Syamimi Turiman and Aeisha Joharry (Universiti Teknologi MARA, Malaysia) <i>"I think, you know...": A corpus-based study of Metadiscourse in Malaysian online podcasts</i>
13:00 – 13:15	Fatma Ege (Istanbul Technical University, Turkey) The Role of Teaching Experience in Metadiscourse Marker Use: A corpus-based Study in Turkish EMI Setting	Amy Fox and Paola Bohorquez (University of Toronto, Canada) <i>Insuring Success: a case study on a metadiscourse approach to genre-based composition pedagogy in the field of Actuarial Sciences</i>
13:15 – 13:30	Mehrdad Vasheghani Farahani and Reza Kazemian (Leipzig University, Germany / Isfahan University, Iran) Interaction in Spoken Discourse: A Corpus-based Inquiry of English-Persian Translation of Metadiscourse Features in TED Political Talks	Michela Giordano and M. Antonietta Marongiu (University of Cagliari, Italy) <i>Metadiscourse, rhetoric and the pandemic: a verbal-visual analysis of public information posters</i>
13:30 – 15:00	Lunch	
15:00 – 16:00	Plenary session Chair: Çiler Hatipoğlu Professor Rosa Lorés Sanz (University of Zaragoza, Spain) <i>Recontextualizing research for the general public(s): Making the most of metadiscourse</i>	
16:00 – 16:10	Break	
Parallel sessions		
16:10 – 17:10	Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts Chair: Begoña Bellés-Fortuño	Intra/Inter/Cross-Cultural Metadiscourse in (digital) non-academic texts Chair: Marta Aguilar Pérez

16:10 – 16:25	Katrien Deroey and Jane Helen Johnson (University of Luxembourg, Luxembourg / University of Bologna, Italy) <i>Metadiscourse by 'native' and 'non-native' English speakers: importance marking in lectures</i>	Zuzana Nádrská (University of Pardubice, Czech Republic) <i>Scare quotes in hard news reports</i>
16:25 – 16:40	Ana Bocanegra-Valle (Universidad de Cádiz, Spain) <i>Metadiscourse in predatory scholarly journals: how editors interact with prospective authors</i>	María Cristina Urloi and Miguel F. Ruiz Garrido (Universitat Jaume I, Spain) <i>The use of interactional metadiscourse in management statements of renewable energy companies</i>
16:40 – 16:55	Lucía Bellés-Calvera (Universitat Jaume I, Spain) <i>A comparison of engagement markers in academic research: A corpus-based research study in English and Spanish</i>	Nataliya Egereva (Universitat de València, Spain) <i>Subjectivity in Russian and American pro-establishment media: an interpersonal perspective</i>
16:55 – 17:10	Begoña Bellés-Fortuño (Universitat Jaume I, Spain) <i>Attitude and engagement markers in English and Spanish Medicine Journals</i>	Baraa Khuder (Chalmers University of Technology, Sweden) <i>Text Histories and discourse-based interviews in investigating exiled academics' development of metadiscourse use</i>
17:10 – 17:20	Break	
17:20 – 18:35	Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts Chair: Lucía Bellés-Calvera	Intra/Inter/Cross-Cultural Metadiscourse in (digital) non-academic texts Chair: Çiler Hatipoğlu
17:20 – 17:35	Aslihan Tuğçe Güler and Asuman Aşık (Ankara Yıldırım Beyazıt University / Gazi University, Turkey) <i>Power Relations in Interactive Metadiscourse: An Exploratory Study in ELF Context</i>	Jamie McKeown (The Hong Kong Polytechnic University, Hong Kong) <i>A Corpus-Based, Contrastive Analysis of Majority and Dissenting Opinions in U.S. Supreme Court Judgments</i>
17:35 – 17:50	Lilia Shevyrdyaeva ¹ and Irina Yakovleva ² (Lomonosov Moscow State University ^{1,2} / Shenzhen MSU-BIT University ¹ , Russia) <i>Patterns of disciplinary metadiscourse: a comparative study of research articles in political science and genetics</i>	Amélie Doche (Birmingham City University, UK) <i>Interpersonal Metadiscourse in Amazon Customer Reviews of Literary Fiction and its Implications for Construing Genre</i>

17:50 – 18:05	<p>Enzo Boggio-López (Universitat Jaume I, Spain)</p> <p><i>Using the software Multimodal Analysis Video for the study of metadiscourse in academic lectures</i></p>	<p>Giuliana Diani (University of Modena and Reggio Emilia, Italy)</p> <p><i>On the metadiscursive dimension of travel blogs: a cross-linguistic/cross-cultural analysis</i></p>
18:05 – 18:20	<p>Aida Ariannejad and Hanife Bensen Bostancı (Near East University, Cyprus)</p> <p><i>Engaging Architecture Readers to Articles</i></p>	<p>Maryam Farnia and Zahra Shirzadkhani (Payame Noor University, Iran)</p> <p><i>Cross-cultural Study of Stance and Engagement Markers in Motivational Speeches</i></p>
18:20 – 18:35	<p>Francisco J. Álvarez-Gil and María Elena Domínguez Morales (Universidad de las Palmas de Gran Canaria, Spain)</p> <p><i>Indeed, this applies to artifacts, objects and souvenirs'. Expressing point of view in tourism research articles</i></p>	<p>Cemre Çiçek Tümer and Çiler Hatipoğlu (Middle East Technical University, Turkey)</p> <p><i>A Cross-cultural Analysis on Interactive Metadiscourse Marker Use of Turkish Freshmen Pre-service English Language Teachers</i></p>



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CET TIME / DATE		FRIDAY 28th	
09:30 – 10:30		Plenary session Chair: Erdem Akbas Professor Paul Thompson (University of Birmingham, UK) <i>'of interest not just to one small disciplinary corner'; metadiscourse in interdisciplinary writing</i>	
10:30 – 10:45		Break	
Parallel sessions			
10:45 – 12:00	Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts Chair: Ana-Isabel Martínez-Hernández	Recent Theories and perspectives about Metadiscourse Chair: Robert MacIntyre	
10:45 – 11:00	Diğdem Sancak and Çiler Hatipoğlu (Çankaya University / Middle East Technical University, Turkey) <i>The use of transitions in Turkish EFL learners' opinion paragraphs</i>	Robert MacIntyre (Sophia University, Japan) <i>The use of self-mention in the academic writing of Japanese university students: A suggested pedagogical approach</i>	
11:00 – 11:15	Zehra Gürsoy and Ali Şükrü ÖZBAY (Karadeniz Technical University, Turkey)	Cemre Çiçek Tümer (Middle East Technical University, Turkey) <i>Suggesting an Interactive Metadiscourse Marker Instruction Model: DDL & Longitudinal Approach</i>	

*Longitudinal Corpus Investigation of the Interactional Metadiscourse
Markers as Indicators of Effective Writing for L2 Undergraduates:
Preliminary Findings*

11:15 – 11:30	Mehasin Tekin (Abdullah Gül University, Turkey) <i>A corpus analysis of self-mention markers in Turkish EFL Master thesis abstracts in Engineering disciplines</i>	Victor Ho (The Hong Kong Polytechnic University, Hong Kong) <i>The role of metadiscourse in rapport management</i>
11:30 – 11:45	Sharif Alghazo, Mohd Nour Al Salem, Essa Salem and Imran Alrashdan (University of Jordan, Jordan) <i>Stance and Engagement in English and Arabic Research Article Abstracts</i>	Sabiha Choura (Faculty of Letters and Humanities of Sfax, Tunisia) <i>A metadiscoursal approach to academic writers' construal of identities across brief reports and case reports in medical science</i>
11:45 – 12:00	Ana-Isabel Martínez-Hernández (Universitat Jaume I, Spain) <i>Task completion analysis in EFL students' written reports: A corpus-based analysis</i>	Tools for analysing metadiscourse Antonio Reyes (Washington and Lee University, USA) <i>Metadiscourse in digital spaces: Renegotiating le bon usage of the Royal Spanish Academy (RAE)</i>

12:00 – 12:15 Break

Parallel sessions

12:15 – 13:30	Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts Chair: Çiler Hatipoğlu	Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts Chair: Victor Ho
12:15 – 12:30	Serap Atasever Belli (Erzurum Technical University, Turkey) <i>How Do EFL Learners Qualify Their Epistemological Stance Through Markers of Evidentiality?</i>	Derya Yildiz (Abdullah Gul University, Turkey) <i>Introductory it Patterns and Authorial Presence in Post-graduate L2 Medical English</i>
12:30 – 12:44	Selahattin Yılmaz	Mustafa Özer

(Yildiz Technical University, Turkey)

Constructional Universals vs. Variation: Two Perspectives on Written Academic English as a Lingua Franca (ELF)

(Abdullah Gul University , Turkey)

Sprucing up the sub-segmental moves and metadiscourse in medical writing: A corpus-driven exploration of abstracts to inform DDL

12:45 – 13:00

Edgar Bernad Mechó

(Universitat Jaume I, Spain)

Organizational metadiscourse: a contrastive multimodal analysis of structuring segments in English and in Spanish

Ayça Solsun

(Erciyes University, Turkey)

Establishing authorial presence via exclusive-we: A functional approach towards self-mentions in Engineering Research Articles

13:00 – 13:15

Asiye Dogan Uçar

(Erciyes University, Turkey)

A Corpus-Driven Cross-Disciplinary Study of Inclusive and Exclusive We in Research Article Abstracts

Sarah Khan and Marta Aguilar

(Universitat de Vic-Universitat central de Catalunya / Universitat Politècnica de Catalunya, Spain)

So what do we have here? An engineering lecturer's metadiscursive use of questions in L1 and English

13:15 – 13:30

Nilgün Karsan

(Erciyes University, Turkey)

Exploring Anticipatory it Lexical Bundles in Engineering

Carmen Sancho Guinda

(Universitat Politècnica de Madrid, Spain)

Metadiscursive ethos in engineering students' procedural descriptions

13:30 – 15:00

Lunch

15:00 – 15:30

Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts

Chair: Begoña Bellés-Fortuño

Ken Hyland

(University of East Anglia, UK)

Connecting with hearers: engagement in 3-minute theses

15:30 – 15:40

Break

Parallel sessions

15:40 – 16:40

Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts

Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts

Chair: Ana Albalat-Mascarell

Chair: Man Zhang

15:40 – 15:55

Marlén Izquierdo and María Pérez Blanco
(Universidad del País Vasco / Universidad de León, Spain)

Metadiscourse markers and functional categories in informational-persuasive discourse: an English-Spanish case study

Iga Lehman

(University of Social Sciences, Poland)

Discoursal realisation of identity in top-tier management journals: Writer-text-reader interaction

15:55 – 16:10

Emna Fendri
(Faculté des lettres et des sciences humaines de Sfax, Tunisia)
An Intercultural Account of Authorial Voice Expression in English L1 and EAL Research Articles Introductions and Discussion sections

Katarzyna Cybulska-Gómez de Celis and Iga Lehman
(University of Social Sciences, Poland)

Authority or reader consideration: report on the quantitative study into rhetorical strategies employed in elite management journals

16:10 – 16:25

Arzu Ekoç
(Yildiz Technical University, Turkey)
Analysis of interactional metadiscourse markers in opinion paragraphs written by A2 level learners of English

Sibel Söğüt and Adnan Yılmaz
(Sinop University, Turkey)

Authorial Stance in L2 Learners' Argumentative Essays: A Corpus-based Study on Modal Verbs

16:25 – 16:40

Ali Şükrü Özbay
(Karadeniz Technical University, Turkey)
The Investigation of the Awareness Levels and Contextual Usage Patterns of "Hedges" and "Boosters" in Native and Non-native Corpora by Tertiary Level EFL Learners

Marina Solnyshkina and Galiya Gatiyatullina
(Kazan Federal University, Russia)
Distribution Patterns of Boosters and Hedges in English and Russian Spoken Scientific Discourse

16:40 – 16:50

Break

16:50 – 17:35

Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts
Chair: Erdem Akbas

Intra/Inter/Cross-Cultural Metadiscourse in (digital) non-academic texts
Chair: Pilar Mur Dueñas

16:50 – 17:05

Ahmed Al Ajmi
(University of Huddersfield, United Kingdom)
Metadiscourse in Omani ELT Undergraduate Students' Academic Writing: A Qualitative Study

Ana Albalat Mascarell
(Universitat Politècnica de València, Spain)
Speaking in extremes: the use of boosters in Trump's election campaign discourse

17:05 – 17:20

Donatella Malavasi
(University of Modena and Reggio Emilia, Italy)
Metadiscursive constructions in Linguistics Essays by L1 Italian vs. L1 English university students

Suhan Oktay
(Hacettepe University, Turkey)
A Textual Analysis of Turkish Advice Letters in the Construction of a Persuasive Agony Aunt

17:20 – 17:35

Dongyun Zhang and Diyun Sheng
(Shanghai Jincai North Secondary School / Foreign Languages College,
Shanghai Normal University, China)
*A contrastive analysis of metadiscourse by native lecturers and EFL
lecturers in Chinese university MOOCs (video presentation)*

Sofía Martín-Laguna

(Universitat Jaume I, Spain)

*Metadiscourse in multilingual secondary school learners' persuasive writing
(video presentation)*

17:40 – 17:55

Closing ceremony

PLEANERY SPEAKERS



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PLENARY 1

27 MAY 2021, THURSDAY
09:30-10:30

METADISCOURSE AND POLITICAL PROTEST

PROF. DR. RODNEY H. JONES
UNIVERSITY OF READING, UK

This talk explores the role of metadiscourse in a range of genres associated with political protests, including protest signs, street graffiti, social media posts, internet memes and vernacular digital video. It takes as a case study the metadiscursive tactics used by participants in the protests that occurred in Hong Kong from 2014 to 2019, and how they reflected and exploited a range of assumptions and attitudes about language and communication in the city. Three examples of the use of such tactics by protesters are examined: 1) language mocking, specifically commenting on the language proficiency and communication practices of authority figures, 2) linguistic obfuscation, the use of particular ways of speaking and writing ostensibly to evade surveillance by authorities, and 3) 'folk forensics', analysing the linguistic practices of others in order to make claims about their place of origin, political or institutional affiliations, and discursive intentions. These tactics are considered both in terms of their rhetorical utility in the ongoing 'message war' between protesters and authorities, and in terms of their broader socio-historical significance in the context of Hong Kong, where the relationship between language and identity has long been a site of contestation. The analysis reveals how such tactics brought with them both opportunities and risks, allowing protesters to create shareable discursive artifacts that spread quickly over social media and to promote both in-group solidarity and distrust of their political opponents, but at the same time limiting their ability to broaden the appeal of their messages to certain segments of the population and implicating them in upholding ideologies about language and communication that promote exclusion and marginalization.

PLENARY 2

27 MAY 2021, THURSDAY
15:00-16:00

RECONTEXTUALIZING RESEARCH FOR THE GENERAL PUBLIC(S): MAKING THE MOST OF METADISOURSE

PROF. DR. ROSA LORÉS
UNIVERSIDAD DE ZARAGOZA, SPAIN

Communication between science and the broad public is under focus, especially now, at a moment of global pandemic. Never before has there been such an eagerness for the general public to simply “know” and such a level of demand being placed on scientists to disseminate their research, to account for what they are doing and to establish a dialogue with the citizenship. Moreover, the digital platforms and their affordances, which guarantee global dissemination of results, are contributing, in a fundamental way, to the scientific, societal and economic impact which is now demanded from research and innovation investment (Flecha et al 2018). However, there are other issues associated to digital discourse in general, and scientific digital discourse in particular, such as, for instance, the fact that the digital world and communication technologies have the potential to blur the boundaries that separate internal communication among researchers from communication with the wider public (Puschmann 2014). Thus, following the Open Research movement, digital platforms afford addressing audiences with different levels of expertise and knowledge, ranging from experts in the discipline to lay people, and also including stakeholders and potential investors interested in the outcomes of the research. However, this blurring of boundaries may problematize the analysis of digital textual practices from a metadiscoursal point of view. Metadiscourse seems to be genre-related and context-dependent, so what happens when context “collapses”? How can metadiscourse contribute to the understanding of an “open scientific digital discourse”, conceived as this framework was for the study of written monological (mostly academic) discourse, which basically meant one mode (verbal), one specific type of language (academic), one direction (author to reader) and one register (expert)? But metadiscourse has shown to be a flexible toolkit, adaptable to the study of various types of discourses not initially thought for. In this presentation, we’ll try to explore ways in which it can be adjusted and redefined as an adequate tool for the exploration of our current scientific digital practices by focusing on an instantiation of such practices, the scientific “digest”. The ways in which (i) metadiscourse is strategically used to recontextualize scientific research for a diversified audience, and (ii) web affordances are used in a “metadiscursively advantageous” way will be identified and discussed.

Flecha, R., Radauer, A., & van den Besselaar, P. (2018). *Monitoring the Impact of EU Framework Programmes* (<https://publications.europa.eu/en/publication-detail/-/publication/cbb7ce39-d66d-11e8-9424-01aa75ed71a1/language-en/format-PDF/source-78275165>) [last accessed March, 27, 2021].

Puschmann, C. (2014). (Micro)blogging science? Notes on potentials and constraints of new forms of scholarly communication. In: Friesike, S., and Bartling, S. (Eds.), *Opening Science: The Evolving Guide on How the Internet is Changing Research, Collaboration and Scholarly Publishing*. Springer, pp. 89–106.

PLENARY 3

28 MAY 2021, FRIDAY
09:30-10:30

‘OF INTEREST NOT JUST TO ONE SMALL DISCIPLINARY CORNER’: METADISOURSE IN INTERDISCIPLINARY WRITING

PROF. DR. PAUL THOMPSON
UNIVERSITY OF BIRMINGHAM, UK

Much important work in metadiscourse studies has focused on academic discourse, and has characterised differences in uses of metadiscourse between academic disciplines. This work tends to focus on discipline as the key variable although Hu and Cao (2015) are notable for including research paradigm (quantitative vs qualitative) as well as discipline.

What happens, however, when researchers write for a non-discipline-specific audience? If metadiscourse, as Hyland (2005: 37) puts it, helps ‘the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community’, then we should expect the uses of metadiscourse in interdisciplinary research writing to differ as the audience is no longer a specific disciplinary community but a broader and more diffuse community of interdisciplinary researchers and stakeholders.

In this talk, I examine the uses of code glosses within a corpus of research articles from interdisciplinary (ID) and monodisciplinary (MD) journals in the environmental sciences. The corpus contains the complete set of full-length articles from 6 interdisciplinary journals and 5 monodisciplinary journals in the period 2001-2010. In Thompson and Hunston (2019) we labelled this corpus the BEE11 corpus and we also introduced a reduced corpus called the BEE4 which contained the contents of two of the ID journals and two of the MD journals: one ID journal consisting of work that brings Natural Science researchers together with Social Science researchers, while the other is predominantly focused on interdisciplinary collaborations within the Natural Sciences. One of the MD journals is a Social Sciences journal; the other is a Natural Sciences journal.

The quantification of code gloss use in the BEE11 corpus shows that code glosses are used more in ID journals than in MD journals, and that reformulations, such as ‘in other words’, are notably more common. However, it is also notable that article length has a strong influence on the frequency of use of code glosses: in the journals where the average length of article length is much lower (typically in the Natural Sciences) the average use of code glosses is also low by comparison with articles in journals which publish longer papers.

Closer inspection of the phrase ‘In other words’ in the smaller BEE4 corpus allows for an in-depth investigation. Qualitative analysis suggests that the typical use of the phrase is slightly different in each journal. In the Natural Sciences MD journal, the phrase addresses a discipline-internal audience and emphasises what is important, while in the social sciences MD journal it is outward-looking towards policy makers. In the Natural Sciences ID journal, it is used to address two audiences of researchers, while in the mixed Natural and Social Sciences ID journal it tends to be used to guide the reader through an argument.

- Hu, Guangwei & Cao, F. (2015). Disciplinary and paradigmatic influences on interactional metadiscourse in research articles. *English for Specific Purposes*, 39: 12-25.
- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.
- Thompson, P. & Hunston, S. (2020). *Interdisciplinary Research Discourse: Corpus investigations into Environment journals*. London: Routledge

DAY 1

27 MAY 2021

Parallel Session 1

10:45-12:00

ROOM A

**Cross-disciplinary and cross genre Metadiscourse
analysis of spoken and written discourses**

Chair: Erdem Akbas

DAY 1- SESSION 1- ROOM A

METADISOURSE MARKERS IN ELT DISSERTATIONS: A COMPARISON BETWEEN THE FINAL CHAPTERS WRITTEN BY TURKISH AND ANGLOPHONE RESEARCHERS

RABIA ÖTÜGEN, MEHMET TAKKAÇ AND OKTAY YAĞIZ

(ATATÜRK UNIVERSITY, TURKEY)

Metadiscourse analysis has received extensive attention in text analysis literature. Based on the effects of metadiscourse on text organization, comprehension and quality as well as academic writing, cross-cultural communication and language education, many researchers have conducted metadiscourse analyses in different genres, disciplines and languages. To contribute to this field of research, the present study aims to investigate the use of metadiscourse in an academic genre (i.e., doctoral dissertations) which is important for the dissemination of scientific knowledge, and it focuses on the final chapters (i.e., Result, Discussion, Conclusion) which seem to be understudied. Specifically, the study provides a comparative analysis of the metadiscourse markers used in the final chapters of ELT dissertations written by Turkish and Anglophone researchers. The corpus consisted of the final chapters of 50 dissertations written in English, and the coding was done manually based on Hyland and Tse's (2004) taxonomy. For data analysis, both qualitative and quantitative analyses were conducted. The statistical procedures encompassed the frequency and percentage display, and Mann-Whitney U tests. Besides, sample sentences and patterns taken from the analysed texts were presented. The results showed that metadiscourse markers in the taxonomy were all employed in both corpora. Overall, the groups were similar in terms of the use of metadiscourse in the final chapters. However, they differed in the use of specific metadiscourse sub-categories, suggesting that there were some variations between the groups. In the study, the similarities and differences were discussed in relation to the researchers' knowledge of metadiscourse elements, their familiarity with the writing conventions of the genre, and the influences of L1 writing cultures, conventions and patterns. It is expected that this comparative study will provide insights into the metadiscourse using strategies of Turkish and Anglophone doctoral students and contribute to both academic writing literature and pedagogy.

Author Note

This study has been extracted from the doctoral dissertation of the first author under the supervision of the second author

DAY 1- SESSION 1- ROOM A

METADISOURSE AS A MEANS OF PERSUASION IN RESEARCH ARTICLES: CROSS-DISCIPLINARY AND INTERCULTURAL VARIATION

OLGA DONTCHEVA-NAVRATILOVA

(MASARYK UNIVERSITY, CZECH REPUBLIC)

In an academic context, metadiscourse is instrumental in the construal of writer credibility, reader engagement and discourse organisation (cf. Hyland 1998, 2008). The persuasive force of a text, however, depends on the employment of rhetorical conventions established in the discursive practice of a discourse community sharing a specific disciplinary and linguacultural background (Swales 1990, Connor 2004, Hyland 2008).

This paper explores the way in which academics use metadiscourse to achieve persuasion in research articles in the fields of linguistics and economics. Drawing upon the interpersonal model of metadiscourse (Hyland 2005) a corpus of 60 English-medium research articles (30 in the field of linguistics and 30 in the field of economics) written by Anglophone and L2 (Czech) writers was analysed in order to find out how interactional metadiscourse markers (hedges, boosters, attitude markers, self-mentions and engagement markers) contribute to enhancing various ethos-, logos- and pathos-related strategies. Thus this study investigates how discipline and linguacultural background affect the use of metadiscourse resources in making persuasive attempts.

The analysis focuses on the types and frequency of occurrence of metadiscourse markers and endeavours to track intercultural variation in the preferences of Anglophone and Czech authors. The results suggest that (1) interactional metadiscourse resources are typically used to enhance the ethical appeal, although they can also convey pathos- and logos-related strategies; (2) divergences in the frequency of metadiscourse markers seem to be related to the linguacultural background of the authors; and (3) preferences towards the use of specific types of metadiscourse markers appear to primarily reflect disciplinary considerations. This suggests that culture and discipline are likely to govern different aspects of rhetorical choices in academic discourse. These findings may help non-Anglophone researchers and L2 students develop their discursive competence and opt for metadiscourse patterns that the target audience finds persuasive.

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DAY 1- SESSION 1- ROOM A-3

A COMPARATIVE STUDY OF CONTRASTIVE TRANSITION MARKERS IN SPANISH: CHINESE SPEAKING LEARNERS AND EXPERT WRITERS

QIN YANG

(UNIVERSIDAD COMPLUTENSE DE MADRID, SPAIN)

The present study compares the use of contrastive transition markers (Hyland 2018: 59) by Chinese learners of Spanish and expert writers. I decided to study these discourse markers because Spanish is becoming more and more popular in China, and since Spanish was officially included in the high school curriculum in 2018, more and more Chinese students want to learn Spanish. To this end, I conduct a learner corpus research (Alonso-Ramos 2016) focused on the use of the Spanish discourse markers 'sin embargo' and 'no obstante' (Briz, Pons and Portolés 2008; Fuentes Rodríguez 2009) in two corpora: The corpus CAES (Parodi 2015; Instituto Cervantes 2020), which contains texts of Spanish learners with different L1 and language levels, and the corpus CORPES (RAE 2019), which includes a subcorpus of journalistic texts. Furthermore, the corpus of experts was chosen to be "journalistic texts" because discourse markers are common in this type of texts. The preliminary results show significant differences between learner and expert texts, in terms of frequency of use, specific discourse functions, sentence position and appropriateness to register. When we mention metadiscourse, we associate it with discourse analysis, and we need to mention three elements, a speaker, a text, and a hearer. Metadiscourse as an important means of facilitating communication, supporting a position, increasing readability and building a relationship with an audience (Hyland 2018, p.5). This study aims to the comparison between Chinese expert learners of Spanish and expert writers. The study reveals that transition markers are similar to metadiscourse in that they also help people to master discourse markers and help not only to communicate smoothly but also to achieve coherence.

DAY 1- SESSION 1- ROOM A-4

BOOSTING AND HEDGING IN SPANISH AND ENGLISH ABSTRACTS: CONTRASTING STRATEGIES AMONG MULTILINGUAL WRITERS

VIVIANA INNOCENTINI AND FEDERICO NAVARRO

**(UNIVERSIDAD NACIONAL DE MAR DEL PLATA, ARGENTINA /
UNIVERSIDAD DE O'HIGGINS, CHILE)**

For multilingual writers to participate in an international discourse community widely dominated by English-medium publications, effective communication skills in English become paramount (Flowerdew, 2015), particularly the ability to understand and respond to existing generic conventions and interaction patterns (Hyland, 2012; Tardy, 2016). Among scientific genres, an English-written abstract is essential not only to index articles' contents but also to persuade readers of its interest. To that end, metadiscourse plays a key role as a bridge between writers and their intended readership (Hyland, 2019). Previous research on multilingual academic communication has pointed to the existence of field-specific interaction choices coexisting with other, transcultural patterns of hybridization (Lorés Sanz, 2016; Mauranen, 2007) or accommodation (Canagarajah, 2018). Studies exploring multilingual interactions in abstracts have shown an overall interplay between boosters and hedges (Ayers, 2008; Gillaerts & Van de Velde, 2010; Liu & Huang, 2017; Perales Escudero & Swales, 2011). However, communication strategies used by Spanish speakers are still little understood. In this work, boosting and hedging strategies were analyzed in abstracts written in English (N=30) and Spanish (N=30) by Spanish speakers from Soil Science, an under-researched field of study. Patterns were contrasted with abstracts written in English by English speakers (N=30). The three corpora were qualitatively coded using NVivo 11 Pro, inter-rater agreement calculated, and occurrences quantified. Results showed that boosters outnumber hedges across the corpora, which might be attributed to the persuasive nature of the genre. Contrastive analysis indicated a greater rhetorical effort made by Spanish speakers writing in English and a process of accommodation to prevailing discourse practices in international academic spheres. Despite the increasing use of mitigation strategies when writing in English, hedging still remains a challenge for Spanish speakers. Pedagogical implications derived from these findings may have a role in guiding novice writers' in writing for publication.

DAY 1- SESSION 1- ROOM A-5

A CROSS-DISCIPLINARY STUDY OF ANTICIPATORY IT: FRAME-PHRASE PERSPECTIVE TOWARDS EXPLORING METADISOURSE IN ACADEMIC PROSE

ERDEM AKBAS, GULIN DAGDEVIREN-KIRMIZI AND OZKAN KIRMIZI

(ERCIYES UNIVERSITY / BASKENT UNIVERSITY / KARABUK UNIVERSITY, TURKEY)

The recurrent lexico-grammatical patterns in academic discourse are known to perform a great number of metadiscourse functions. By adopting the view of “language as phraseology” (Hunston, 2002, p.137), we explored the fundamental unit of meaning presented by anticipatory it across three purpose-built corpora of research articles (RAs) in three major but relatively less represented disciplines in corpus studies, i.e., Political Science, Civil Engineering and Veterinary Sciences. The corpora of the study were collected through AntCorGen, a free tool to build discipline-specific corpora. While performing corpus analyses of 3,808 RAs, totaling approximately 17.5 million words, we adopted a preliminary search of anticipatory it patterns (i.e., it+that-clause as in ‘it is more likely that’ and it+to-clause as in ‘it is tempting to’) and examined a total number of 18,653 instances extracted with the help of AntConc. During the manual and systematic analyses of the raw data, we filtered the candidate instances and excluded more than 4,700 cases not matching with the grammatical feature of metadiscourse under investigation. The resulting cases were then categorized based on the feature-assignment scheme developed by Larsson (2017), which considers marking instances signalling writer’s stance or neutral observation towards the propositional content. The preliminary cross-disciplinary results suggest that the disciplines share similarities with respect to the presence and frequency of anticipatory it. Nevertheless, the functional analyses of approximately 14,000 instances of it+that-clause and it+to-clause yielded disciplinary variations. For example, the authors in the field of Political Sciences reserved the use of anticipatory it for the sake of expressing their affective attitude towards the propositional content, functioning as attitude markers as in ‘it is paramount to understand...’. We shall discuss the significance of cross-disciplinary findings in our study to contribute to designing activities in EAP for each discipline.

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DAY 1

27 MAY 2021

Parallel Session 1

10:45-12:00

ROOM B

Recent Theories and perspectives about
Metadiscourse

Chair: Ignasi Navarro i Ferrando

DAY 1- SESSION 1- ROOM B-1

DISCURSIVE INTERPERSONALITY: A NEW PERSPECTIVE THAT CHALLENGES METADISOURSE?

FRANCISCA SUAU- JIMÉNEZ

(IULMA / UNIVERSITAT DE VALÈNCIA, SPAIN)

This presentation aims to propose a new concept, that of discursive interpersonality (Suau-Jiménez, Lorés-Sanz, Mapelli, & Herrando-Rodrigo, 2021), meant to suggest refinement and even a challenge to that of interpersonal metadiscourse (Hyland, 2005). Departing from the proven validity of interpersonal metadiscourse as a framework to analyse interpersonal relations between writers/speakers and readers/listeners, our argumentation is grounded on our research results, stemming from the study of different academic and professional genres. Broadening the scope of traditional metadiscourse, this new model can account for academic and non-academic genres and discourses.

Since interpersonal metadiscourse is conditioned by contextual variables, such as genre, discipline, language or corpus, as a number of studies have proved (Giannoni, 2007; Mapelli, 2008; Crismore & Abdollazadeh, 2010; Gotti, 2010; Lorés-Sanz, 2011; Suau-Jiménez, 2016; Herrando-Rodrigo, 2019), there seems to be a need for it to be readapted, including new markers and new lexico-grammatical realizations. Also, and very importantly, propositionality should be considered a theoretical feature that contributes to interpersonal interactions but that metadiscourse theorists reject (Mauranen, 1993; Hyland, 2005, 2017). Discursive interpersonality is a more encompassing concept accounting for all these essential aspects.

Assuming how interpersonal metadiscourse has been defined conventionally, we propose two new integrative concepts: discursive turn (Jaworski & Pritchard, 2005), which regards discourse as an identity axis for analysis, and interpersonality (Lorés-Sanz et al., 2010), an umbrella term broader than interpersonal metadiscourse.

For such purposes, we start by assuming the vast body of research that exists on interpersonal metadiscourse, to continue discussing the need for a new perspective, based on the evidence of our specific research results in academic and non-academic genres, disciplines and languages (English and Spanish) and the theoretical and methodological gaps encountered. Conclusions point towards discursive interpersonality as a reliable and methodologically robust concept and framework that could cater for analysis in a wide variety of genres, domains and languages.

DAY 1- SESSION 1- ROOM B-2

HOW READERS MAY CHALLENGE AUTHORS: PARASCIENTIFIC COMMUNICATION IN COVID-19 NEWSPAPER ARTICLES

FRANCISCA SUAU-JIMÉNEZ AND FRANCISCO M. IVORRA-PÉREZ

(IULMA / UNIVERSITAT DE VALÈNCIA, SPAIN)

The recent and still ongoing Covid-19 pandemic has triggered an enormous amount of communication of all kinds, in a gigantic attempt to inform citizens, but also to prevent them from dangerous behaviours or to recommend what to do in a myriad of hazardous situations. Parascientific digital communication has taken different forms, from newspaper articles and news to social networking. Following the same trend as in other 2.0. communication platforms, digital newspaper readers have now an active role as news consumers (Ruiz et al. 2010, Nimegeer et al. 2019). During the Covid-19 pandemic, readers have trespassed their limits as a discursive community, through commentaries that challenge expert information, therefore changing their role as audience. The internet has thus become a central arena for these interactions, where expert and non-expert communities have blurred their boundaries, providing new discourse practices where citizens are now active participants, construing false-expert personae. Scientific and parascientific communication has thus possibly been turned inside-out (Trench 2008), showing a positive dissemination of scientific knowledge but also having dangerous implications, if reader commentaries are not subjected to filters by other readers.

Based on a pilot corpus of 20 Covid-19 news articles from The Guardian, containing 500 samples of reader's comments, collected from Facebook between December 2020 and February 2021, we hypothesize that readers build their authorial selves as false experts through commentaries, creating a challenging interaction with authors. We analyse authors' and readers' different realizations of stance markers, which may include closeness and distance pragmatic strategies (Suau-Jiménez 2020) in an attempt to unveil how authority is construed. Methodologically we follow the perspective of discursive interpersonality (Lorés-Sanz et al., 2010; Suau-Jiménez et al. 2021), departing from discursal specificities. Implications point towards new social scenarios where discursive relationships between parascientific experts and non-experts are re-shaped through citizen participation in technology-mediated contexts.

DAY 1- SESSION 1- ROOM B-3

DELIBERATE METAPHOR AS INTERACTIONAL METADISOURSE IN GUIDED MEDITATION

**IGNASI NAVARRO I FERRANDO & ANTONIO-JOSÉ SILVESTRE-
LÓPEZ**

(UNIVERSITAT JAUME I, SPAIN)

In origin, metadiscourse was conceived of as reaction against a purely ideational view of language to focus on the interactional (interpersonal) dimension of communication, what Sinclair (1981) called the 'interactive plane'. The interactive perspective focuses on the coherence of interpersonal resources used to organise a discourse (Hyland, 2000; 2004, 2010). In this vein, we have analysed a corpus of recorded guided meditations both from the therapeutic mindfulness environment as well as from the religious (Buddhist) context, performed by therapists and religious masters, respectively. We have searched for explicit signals marking metaphors that guide the meditation practice. The deliberate Metaphor Identification Procedure (Reijnierse et al, 2018) is applied to identify this type of metadiscursive marks. The two subgenres are compared as for the functions of the signalled metaphors used with the purpose of guiding the meditative practice. The results show that metaphor signalling plays an ostensive communicative function (Steen, 2014) in organising the text contents as well as in serving the purpose of both maintaining the audience's attention and achieving their comprehension of the mental processes they are involved in during meditative practice. The conclusions point at a view of metadiscursive mechanisms as a clue factor in therapeutic as well as religious meditation discourse.

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DAY 1- SESSION 1- ROOM B-4

METADISOURSE ANALYSIS: A METHODOLOGICAL REVIEW

GANG YAO AND MARÍA LUISA CARRIÓ-PASTOR

(UNIVERSITY OF MURCIA / UNIVERSITAT POLITÈCNICA DE
VALÈNCIA, SPAIN)

There has been an increasing and widespread scholarly interest in the topic of metadiscourse over the past few decades. This burgeoning area of research has witnessed a diversification of theoretical models (Ädel, 2006; Ädel & Mauranen, 2010; Flowerdew, 2015; Hyland, 2017) and a boom of research themes and directions (Hyland, 2017; Ädel, 2012, 2018). However, how to methodologically approach metadiscourse seems to have never been the main topic in the literature on metadiscourse, although all pertinent studies, without exception, apply a specific method to approach it. Very few previous studies, perhaps with the notable exception of Ädel (2012), talk about methodologies that have been employed to research metadiscourse. In order to systematically understand metadiscourse, as well as to help metadiscourse researchers choose the most appropriate method for their research design, we believe there is a compelling need to review the main research methods that have been or can potentially be applied to metadiscourse studies. In this work, we identified five approaches in total: the corpus linguistics approach, the ethnographic approach, the mixed methods approach, the experimental approach, and the computer-assisted content analysis. We will cover the general ideas and techniques of each approach, briefly review the studies in which each approach was adopted, list their strengths and weaknesses, as well as introduce some tools or software packages where necessary. We will focus in particular on the last methodological approach and the analytical tool associated with it, i.e., computer-assisted qualitative data analysis software (CAQDAS).

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DAY 1- SESSION 1- ROOM B-5

A TEXT WORLD THEORY APPROACH TO METADISCURSIVE IS IN RESEARCH ARTICLES

MAN ZHANG

(HUMBOLDT UNIVERSITY IN BERLIN, CENTRAL CHINA NORMAL UNIVERSITY, CHINA)

This research analyses *Metadiscursive Is* in research Articles based on the Text World Theory (Werth, 1999; Gavins, 2007) in an attempt to provide an alternative way of understanding, identifying and analyzing metadiscourse and achieve a fuller understanding of metadiscursive Is in research Articles.

In this study, the reflexivity of metadiscourse is highlighted, and metadiscourse is part of the discourse about the discourse-world. Metadiscourse contributes to the discourse process by assisting the participants in constructing the situational context of the discourse. Metadiscourse markers in a text signal discourse participants' intention to talk about the discourse, and are classified into world-builders and function-advancers. They occur together with other world-builders and function-advancers that aid discourse participants in constructing metadiscourse. The processing of metadiscourse is a dynamic process, and metadiscourse develops and changes as the discourse progresses. With the help of diagrams (Lugea, 2016), this dynamicity of metadiscourse can be captured visually.

Based on the Text World Theory approach, a case study shows how to identify metadiscourse markers and examine the global and dynamic features of metadiscursive Is in a research article. It is found that metadiscursive Is in the article can be identified by examining its surrounding spatial and temporal deictics. Using metadiscursive Is, the writer mainly introduces the object, method and analysis of the research. As the discourse progresses, the writer-oriented metadiscourse firstly gives an overview, then supplies details, and finally makes a summary of the article. In specific sections of the article, using metadiscursive Is, the writer relates his study to previous studies before he presents his own research.

DAY 1

27 May 2021

Parallel Session 2

12:15-13:30

ROOM A

**Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts**

Chair: Ana Bocanegra-Valle

DAY 1- SESSION 2- ROOM A-1

IS "THIS PAPER PRESENTS" PREVAILING OVER "WE WILL PRESENT": THE USE OF FRAME MARKERS VS. SELF-MENTIONS IN ABSTRACTS WRITTEN BY GRADUATE STUDENTS

VESNA BOGDANOVIĆ AND DRAGANA GAK

(UNIVERSITY OF NOVI SAD, SERBIA)

This study observes the goal announcement in research paper abstracts written by graduate students, aiming to explore stylistic preferences between an inanimate subject (use of frame markers) or a human subject (use of self-mentions), following the Hyland's classification (2005, 2010) of metadiscourse. The study is based on the learner corpus of 400 abstracts written by non-native English speakers in English during their Master studies and published in the Faculty Proceedings. The corpus was divided into two sub-corpora, one consisting of abstracts written by students who received formal instructions related to abstract and paper writing with the use of metadiscourse, and the other sub-corpora consisting of abstracts by students who had no such instructions, i.e., no official course in academic writing. The research demonstrates that abstracts in both sub-corpora lack self-mentions in order to exclude author's identity (McGrath 2016), follow a learnt rhetoric strategy (Dueñas, 2007) or not to present possibilities for self-hood in the socio-cultural and institutional context (Ivanic, 1998). As a result, abstracts in both sub-corpora heavily depend on frame markers to introduce the scope of the paper, the only difference being that instructions in academic writing led to a wider range of markers used and fewer mistranslations and transfer of knowledge from L1 (Serbian) to L2 (English) in the use of these metadiscourse markers. Following the qualitative and quantitative analyses, the results present pedagogical implications related to the range of frame markers used by students to introduce their aims of a research and the range of possible markers that have to be explicitly taught in order for students to improve the skill of abstract writing and the use of metadiscourse, as well as to learn a way to establish their credentials and present themselves as original contributors to the discipline community.

DAY 1- SESSION 2- ROOM A-2

INTERACTIONAL METADISOURSE IN ONLINE ADVERTISING: THE USE OF STANCE AND ENGAGEMENT MARKERS IN THE ACADEMIC ADVERTISEMENTS OF ARAB UNIVERSITIES

AISHA ALSUBHI

(UMM AL QURA UNIVERSITY, SAUDI ARABIA)

More and more universities are spending huge sums on digital marketing to attract prospective students to fill their courses. Universities nowadays are relying heavily on digital marketing and social media platforms to recruit more students and generate interests in their schools. Based on Hyland (2005b) model of interactional metadiscourse, this study examines the means interaction is achieved in academic advertisements and investigates the use of stance and engagement markers in this genre. A corpus of 80 academic advertisements totalling about 2118 words from thirty-eight universities and colleges in ten Arab countries was compiled and analyzed. The corpus was searched manually for all the sub-categories of stance and engagement markers and all cases reported were examined in context to ensure they functioned as interactional markers. The results of the analysis showed that engagement markers (reader-oriented) enjoyed higher frequency of occurrence than stance markers (writer-oriented) in most academic advertisements. Moreover, the difference between the frequency of stance and engagement markers was statistically significant. Engagement markers were about two times more common than stance features and directives were by far the most frequent feature of reader perspective in the corpus. The extensive use of engagement markers particularly directives and reader pronouns is a strong indicator of a high degree of interactionality, personalization and reader consideration in these academic advertisements. Through the use of these engagement features universities position themselves and their students in the world of academia and in the context of interaction where they can successfully focus the students' attention, acknowledge their presence, target their concerns, and guide them to mutual goals.

DAY 1- SESSION 2- ROOM A-3

METADISCURSIVE NOUNS IN APPLIED LINGUISTIC JOURNAL ABSTRACTS: MENA VS. INTERNATIONAL

BASIM ALAMRI

(KING ABDULAZIZ UNIVERSITY, SAUDI ARABIA)

Research article abstracts play crucial roles as a promotional strategy via utilizing linguistic devices to persuade readers and reviewers to continue reading the rest of the paper. Among these linguistic devices, metadiscursive nouns (MNs) (such as fact, belief, analysis) as an interactional rhetorical strategy have received far too little attention (Jiang & Hyland, 2017), especially by scholars from different cultures.

Considering this gap, the study explores the employment of MNs by Arab authors residing in the Arab World and international authors from different contexts. The study analyzed three specialized corpora of 600 English abstracts (with approximately 111,645 words) purposively selected from 10 peer-reviewed international journals (5 for MENA corpus, 5 for international) in applied linguistics, based on Nwogu's (1997) criteria: representativeness, reputation, and accessibility. Each corpus comprised 200 abstracts labeled as Middle Eastern Arabs (36,246 words), North African Arabs (38,120 words) (MENA), and international authors (37,279 words). The abstracts were published during the years of 2010-2019.

By implementing Jiang and Hyland's (2015) classification of metadiscursive nouns, several procedures were undertaken to analyze data from the three corpora. First, TagAnt software designed by Anthony (2015) was used to Part of Speech tag all abstracts. Then, AntConc software was used to search for the four types of noun complement construction (i.e., Noun to do, Noun That, Noun of doing, Noun preposition how/what/which) and then extract MNs. Lastly, further comparisons were made among the three corpora.

The initial findings revealed that international authors employed more MNs (148) compared to (ME: 127, NA: 128, respectively). In terms of categorical use, entity and attribute were the most frequently applied categories by international authors, whereas MENA authors used relation category more. Pedagogically, the important role of MNs in establishing interaction and stance in academic writing genres may be integrated into the curricula of academic writing courses.

DAY 1- SESSION 2- ROOM A-5

THE ROLE OF TEACHING EXPERIENCE IN METADISCOURSE MARKER USE: A CORPUS-BASED STUDY IN TURKISH EMI SETTING

FATMA EGE

(ISTANBUL TECHNICAL UNIVERSITY, TURKEY)

As a consequence of internationalization concerns and the notion of English as a lingua franca, the burgeoning implementation of English as the medium of instruction (EMI) is observed, particularly in higher education. Considering the metadiscourse variations across academic genres, teaching through English is neither merely teaching nor translating the content into another language. Motivated by this fact, this study seeks to analyze the metadiscourse markers that EMI lecturers in Turkish higher education employ while teaching content area subjects. It also aims to explore the role of years of EMI teaching experience in the use of interactive and interactional resources. To achieve this goal, a corpus consisting of 8-hour recorded and transcribed data was generated through non-participant observation of four (i.e., two experienced and two novice) EMI lecturers' lessons from different contexts. The lecturers' use of pragmatic markers was identified and categorized based on Hyland's (2005) interpersonal model of metadiscourse on Nvivo. In light of the quantitative and qualitative data gained from corpus-based discourse analysis, the lecturers utilized a wide range of metadiscursive resources, the majority of which were engagement and transition markers. The results also yielded that interactional markers took place more prevalently than interactive markers in the corpus. Furthermore, this study suggests that the years of teaching experience might not play a role in the quantity of the metadiscourse markers yet seem to affect their quality through lexical sophistication. Hence, the findings may well have a bearing on the significance of professional development activities to further the quality of EMI provision through the employment of metadiscourse markers.

DAY 1- SESSION 2- ROOM A-5

INTERACTION IN SPOKEN DISCOURSE: A CORPUS-BASED INQUIRY OF ENGLISH-PERSIAN TRANSLATION OF METADISCOURSE FEATURES IN TED POLITICAL TALKS

MEHRDAD VASHEGHANI FARAHANI AND REZA KAZEMIAN

(LEIPZIG UNIVERSITY, GERMANY / ISFAHAN UNIVERSITY, IRAN)

Metadiscourse features refer to those elements by which interaction between writer-reader and/or speaker-audience is constructed. Taking this into account, the objective of this contrastive parallel corpus-based study was to explore the way metadiscourse features were used and distributed in the English discourse and their translation in the Persian language as well as analyzing the speaker-audience interaction in translation. For this purpose, 30 different TED talks in politics were randomly selected to ensure the issues of corpus representativeness and balance. The corpus consisted of 21681 tokens in English and 21164 tokens in Persian. For classifying the metadiscourse features, the model introduced by Hyland (2005), whose model is classified into two main subcategories of interactive and interactional, was employed. The quantitative analysis showed that overall the number of interactional metadiscourse features was used more than that of the interactive ones in both corpora. Moreover, the results of the Chi-square test revealed that there was statistically no significant difference between the distributional pattern of metadiscourse features in English corpus and their Persian translation. The qualitative analysis revealed that there were four kinds of changes in translation as (im)explicit change, (dis)information change, (in)visibility change, and (de)emphasis change. Besides, the quantitative and qualitative analysis of the corpus revealed that the interaction between the speakers of the TED talks and the audience did not change when metadiscourse features translated from English into Persian. The results of this research can be found useful for researchers in contrastive analysis, translation studies, and corpus-based translation studies.

DAY 1

27 May 2021

Parallel Session 2

12:15-13:30

ROOM B

**Intra/Inter/Cross-Cultural Metadiscourse in (digital)
non-academic texts**

Chair: Carolina Girón García

DAY 1- SESSION 2- ROOM B-1

PUBLIC DISSEMINATION OF SCIENCE THROUGH TWITTER: AN ANALYSIS OF METADISOURSE IN THE TWITTER OF SCIENTIFIC ORGANISATIONS

MARÍA JOSÉ LUZÓN

(UNIVERSIDAD DE ZARAGOZA, SPAIN)

Social media such as Twitter enable scientists and science organisations to reach audiences beyond the scientific community and convey content in a way that is engaging for these audiences. Twitter has therefore become a powerful tool for scientific organisations to disseminate scientific knowledge and engage the public in societal action. However, there is little research on how various semiotic resources are combined in this space-constrained genre to achieve these purposes. This study contributes to filling this gap by applying Hyland's (2005) interpersonal model of metadiscourse to analyse tweets by scientific organisations. However, Hyland's model is expanded to include not only text but also other semiotic devices (e.g. pictures, emojis, animations) which enable the producers to guide the readers through the text, signal their attitude towards the content, engage the readers and persuade them. The data consists of a corpus of 150 Tweets from the Twitter of three scientific organisations which seek to disseminate knowledge about scientific issues such as climate change or wildlife and to engage the public in the conservation of nature and life diversity (The National Center for Science Education, World Wildlife Federation, and NASA Climate). The results show that visual and verbal metadiscourse are strategically combined in these tweets to link to content on other sites, influence readers' understanding of and attitude towards content and prompt the readers to take specific actions. They also show that the purpose of these tweets and the affordances and conventions of the genre (e.g. hypermodality, limited number of characters) determine the choice of metadiscourse resources.

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DAY 1- SESSION 2- ROOM B-2

TWEETING IN EU RESEARCH PROJECTS: PRAGMATIC FUNCTIONS AND METADISCURSAL REALIZATIONS

DANIEL PASCUAL AND PILAR MUR-DUEÑAS

(UNIVERSIDAD DE ZARAGOZA, SPAIN)

Researchers are expected to ensure the global dissemination and visibility of their knowledge production and findings, and thus build scientific and societal development, leveraging the affordances of digital platforms (Lorés 2020). Among them, Twitter is becoming an effective, instrumental and professional social network, especially for research groups to broaden their outreach, disseminating their outputs among different stakeholders, and to widely report and enhance the progress of their projects. Twitter is increasingly used by research groups to introduce themselves as members of the same community and share their everyday work (Kuteeva 2016). Discursively, they do so through an array of pragmatic functions with clearly overarching communicative intentions, namely, informative, interactional and promotional. It is then our aim (i) to identify and analyse the range of specific pragmatic strategies within each of these macro-functions, and (ii) to look into their realizations identifying salient metadiscourse features in each of them. To do so, a corpus of 1,454 tweets -34,746 running words- extracted from 10 EU funded research project Twitter accounts will be explored using the NVivo data analysis software. A preliminary study has revealed that a wide range of pragmatic micro-strategies are used as instantiations of each macro-function. In particular, 30 strategies have been identified which research project groups employ strategically to foster their identity and make themselves visible. It is hypothesised that pragmatic informative micro-strategies in the corpus will be characterised by a scarce use of metadiscourse devices, that pragmatic interactional micro-strategies will display a high number of engagement features, and that promotional ones will be frequently realised through self-mentions, attitude markers, and intensifiers. The analysis will help us gain insights into researchers' digital discursive practices, and how their use of such strategies and their metadiscourse choices has an effect on the way they project themselves as a group and disseminate their investigations.

DAY 1- SESSION 2- ROOM B-3

“I THINK, YOU KNOW...”: A CORPUS-BASED STUDY OF METADISOURSE IN MALAYSIAN ONLINE PODCASTS

SYAMIMI TURIMAN AND AEISHA JOHARRY

(UNIVERSITI TEKNOLOGI MARA, MALAYSIA)

Podcasts are continuing to gain popularity with reports stating that there are over 950,000 podcasts around the world (<https://www.podcastinsights.com/podcast-statistics/>). This opens opportunities to explore the language aspects of podcasting, particularly the ways speakers interact through their use of language with listeners, termed as ‘metadiscourse’. Metadiscourse is a key element of persuasive discourse, yet the majority of metadiscourse studies have focused on written genres (Hyland, 2017), especially in academic discourse (Yoon & Römer, 2020). This study aims to examine the use of ‘stance and engagement’ from Hyland’s (2015) interactional model in a collection of podcasts from a local independent business radio station through use of corpus linguistics techniques. A set of podcasts were taken from the Breakfast Grille program of The Business Station BFM: 89.9 that highlight critical interviews with business leaders, policymakers and changemakers. Following corpus techniques, frequency lists were firstly generated. It was found that ‘you know’ and ‘I think’ were the most frequent two-word combinations. Collocations and in-depth investigation of concordance lines were further employed to examine the use of ‘you know’ and ‘I think’ in context. Findings revealed that ‘you know’ generally functions to signal shared experience, as fillers in between arguments as well as appealing for acceptance in the interrogative form. Meanwhile, ‘I think’ was used mainly as a hedge to sound less assertive when expressing opinions and providing factual information. ‘I think’ was also found in sentence/ utterance initials used by speakers as what Biber et al. (1999) calls an ‘utterance launcher’. It is concluded that both stance and engagement markers play vital roles in organising the discourse and engaging the audience, hence becoming an integral aspect of conversations in podcasts. The study provides suggestions for how metadiscourse can be reinterpreted, specifically in the context of online spoken discourse.

DAY 1- SESSION 2- ROOM B-4

INSURING SUCCESS: A CASE STUDY ON A METADISOURSE APPROACH TO GENRE-BASED COMPOSITION PEDAGOGY IN THE FIELD OF ACTUARIAL SCIENCES

AMY FOX AND PAOLA BOHORQUEZ

(UNIVERSITY OF TORONTO, CANADA)

Our presentation discusses the effects and implications of implementing a metadiscourse approach to teaching technical writing to third-year undergraduate students in an Actuarial Sciences course at the University of Toronto. Our intervention aimed at meeting writing across the curriculum (WAC) learning objectives as we work toward shifting prevailing misconceptions regarding the academic literacy needs of linguistically diverse students in a multilingual higher education context. With its emphasis on genre-specific conventions and rhetorical situatedness, we argue, a metadiscourse approach to composition pedagogy can be effectively implemented to achieve both these ends.

In this case study, we taught technical writing by targeting genres found in business reports from the insurance industry. Students learned about these writing genres from a perspective of marketable skill-building rather than as English language education. We were able to compare report submissions from students who received three different types of writing education. The first assemblage of reports was written by students with no introduction to technical writing and who were presented with no explicit motivation to cultivate this skill. The second assemblage was written by students who attended one 50-minute presentation about five genres found within reports, relevant interactive and interactional forms of metadiscourse, executable methods for their use, and demonstrable ways these skills are valued in their industry. A third assemblage of reports was written by the same group of students who attended the initial presentation and then received targeted feedback about their individual execution of the genres and metadiscourse conventions as found in their first report submission. After the first presentation, students' writing demonstrated an unsophisticated but intrepid engagement with the five genres. Subsequent engagement in their second report submissions was similarly promising. Our pedagogical approach demonstrates both the efficacy of and unmet need for a metadiscourse approach to genre-based writing education in the field of Actuarial Sciences.

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DAY 1- SESSION 2- ROOM B-5

METADISCOURSE, RHETORIC AND THE PANDEMIC: A VERBAL-VISUAL ANALYSIS OF PUBLIC INFORMATION POSTERS

MICHELA GIORDANO AND M. ANTONIETTA MARONGIU

(UNIVERSITY OF CAGLIARI, ITALY)

The worldwide pandemic has influenced and affected public information in both traditional and new social media (Dynel, 2020; Giordano & Marongiu, 2021). The information on healthcare and risk prevention, which has aimed to help people cope with 'staying safe', has taken many forms. Communication campaigns with ads and posters devised to influence people's behaviour and persuade communities to pay more attention to the rapid spread of the virus, have been broadcast through various media channels.

This study analyses a corpus of about 30 public information posters in English, issued both by institutions and health care associations in English-speaking countries during the Covid-19 pandemic, to see how verbal communication and visual representation intermingle and interact to create a persuasive and convincing informative act. Metadiscursive features are investigated through the lens of rhetoric in order to identify the linguistic aspects aimed at guiding and directing the viewer, signalling the presence of the author and calling attention to the message itself (Crismore, 1989, p.7). Certain linguistic aspects are used for effective communication rather than just for ornamentation (Crismore, 1989; Conley, 1983). "Metadiscourse pursues persuasive objectives" since it helps writers "to engage their audience, signal relationship, apprise readers of varying certainty and guide their understanding of a text" (Hyland, 2005, p.63). The multimodal discourse that merges visual and verbal components contributes to the rational and logical, credible and affective appeals which make persuasive and successful posters influential, instructive and educational acts of communication.

The study shows how both interactive and interactional markers of metadiscourse are used strategically in order to impress and involve the audience. Discourse becomes more emotionally-loaded, objectives are transparent and shared, the audience is directly involved and poster producers' and consumers' hopes and desires mingle and coalesce.

DAY 1

27 MAY 2021

Parallel Session 3

16:10-17:10

ROOM A

**Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts**

Chair: Begoña Bellés-Fortuño

DAY 1- SESSION 3- ROOM A-1

METADISOURSE BY 'NATIVE' AND 'NON-NATIVE' ENGLISH SPEAKERS: IMPORTANCE MARKING IN LECTURES

KATRIEN DEROEY & JANE HELEN JOHNSON

**(UNIVERSITY OF LUXEMBOURG, LUXEMBOURG / UNIVERSITY OF
BOLOGNA, ITALY)**

This talk has a dual purpose. In addition to comparing importance markers across 'native' speaker and 'English Medium Instruction' (EMI) lectures, we discuss issues when analysing metadiscourse in spoken and disciplinary discourse.

'Importance markers' (Deroey & Taverniers, 2012) are lexicogrammatical devices combining discourse organization with evaluation along a 'parameter of importance or relevance' (Thompson & Hunston, 2000, p. 24). In lectures, they help students identify key content while processing typically dense monologues. Mapping their use by native speakers and EMI lecturers, this study contributes to our understanding of EMI discourse and discourse organizational metadiscourse, thus providing insights that may benefit training for lecture listening and lecturing.

Following a pilot study to establish joint criteria, we independently identified potential importance markers manually in 46 engineering lectures (364,542 words) from Italy, Malaysia, the UK, and New Zealand. Agreed instances were tagged and the tagged corpus imported into Sketch Engine.

Overall, the marker frequency, range, types, and lexemes were similar across subcorpora. The predominant verb marker was V n/clause (e.g. remember they don't know each other). The main difference was in the use of the 2 pers pron V n/clause marker (e.g. you must understand how to apply this one) but this was largely due to idiolect.

Unlike most metadiscourse corpus studies, we report our difficulties with identifying importance markers. Basically, one needs to establish criteria broad enough to capture all realizations of a metadiscursive function, while not 'opening the floodgates' to instances that are not representative or render the study unfeasible. This included distinguishing between discourse and 'real world' evaluation, excluding very frequent phrases that in this discipline probably serve another function, and establishing a continuum of highlighting 'force'. Such considerations necessitate careful manual analysis of a relatively small corpus, which however means that generalizations are limited and idiolectic bias more likely.

DAY 1- SESSION 3- ROOM A-2

METADISOURSE IN PREDATORY SCHOLARLY JOURNALS: HOW EDITORS INTERACT WITH PROSPECTIVE AUTHORS

ANA BOCANEGRA-VALLE

(UNIVERSIDAD DE CÁDIZ, SPAIN)

Predatory practices have proliferated in the last decade as a part of the pressure-to publish explosion of scholarly publishing (Fazel & Hartse, 2020). These practices are often associated with on-line Open Access (OA) publishing; however, because the OA model in which the author pays is exploited, predatory journals have cast doubt on the quality of all on-line journals that offer free unlimited access, and not only of those journals that exploit the OA model for their own profit (Beall, 2012; Bocanegra-Valle, 2017; Salager-Meyer, 2012). Very often, the promise of fast and easy publication has been reported to be the main driver for the success of these publishing practices (Fazel & Hartse, 2020); however, not much has been investigated regarding the ways predatory journal editors interact with prospective authors to appear reliable and trustworthy to scholars looking for publication outlets and how they do so by employing various metadiscursive resources like attitude or engagement markers. This study draws on a dataset of 50 email messages from predatory publishers collected during the past two years. It thus seeks to delve into the ways predatory journal editors address “scholar customers” with the aim of persuading and engaging them to submit their work. This dataset was first coded following Hyland’s (2005a, 2005b) model of metadiscourse in academic texts, and then qualitatively analysed by means of NVivo 11 Pro. The analysis showed that (i) textual data provide direct evidence of the texts that predatory publishers send to scholars and the interpersonal dialogue they intend to build with authors in haste for publication; (ii) interactional resources abound, particularly engagement markers, which explicitly aim at building a relationship with the prospective author, and (iii) these predatory texts also contain other paratextual elements directed to have an effect on the reader’s decision for eventual submission.

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DAY 1- SESSION 3- ROOM A-3

A COMPARISON OF ENGAGEMENT MARKERS IN ACADEMIC RESEARCH: A CORPUS-BASED RESEARCH STUDY IN ENGLISH AND SPANISH

LUCÍA BELLÉS-CALVERA

(UNIVERSITAT JAUME I, SPAIN)

Previous research on interactional metadiscourse has approached authors' writing skills in a variety of disciplines (Hyland, 2005; Dafouz-Milne, 2008; Lafuente Millán, 2014; Hyland & Jiang, 2016; He & Rahim, 2019), even from a cross-cultural perspective (Mur-Dueñas, 2008, 2011). At the same time, the identification of patterns in different languages (Carrió-Pastor, 2016; Bergqvist, 2020) as well as its potential implementation in foreign language teaching have been of interest (Allami & Serajfard, 2012). This paper is concerned with the identification of engagement markers and the most frequent subcategories employed in research articles (RA) written in English and Spanish in the fields of Medicine, Engineering and Linguistics. Thus, this study aims at exploring the extent to which the aforementioned areas of study differ in English and Spanish academic discourse. In this line, the occurrence of engagement markers in both languages is identified and discussed. Three different corpora consisting of medical, engineering and linguistics academic papers have been compiled in a new generated software called METOOL as the result of a research project (FFI2016-77941-P*). This platform, created for the identification of metadiscourse markers, allowed for the analysis of such corpora, where English and Spanish are employed as the means of communication. The findings reveal that there are differences in the use of engagement markers, with occurrences in the field of engineering outnumbering those in Medicine and Linguistics. It should also be noted that these metadiscourse features are generally more common in English than in Spanish. The study of engagement markers in this context may be helpful for scholars and faculty members who need to publish in both languages since linguistic and cultural factors may have an impact on the use of specific patterns in academic texts. *FFI2016-77941-P Project: Identification and analysis of metadiscourse strategies in Spanish and in English – Identificación y análisis de las estrategias metadiscursivas en artículos científicos en español e inglés Keywords: engagement markers, research articles, Medicine, Engineering, Linguistics Topic: Cross-disciplinary and cross-genre Metadiscourse analysis of spoken and written discourses OR Interactional metadiscourse

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DAY 1- SESSION 3- ROOM A-4

ATTITUDE AND ENGAGEMENT MARKERS IN ENGLISH AND SPANISH MEDICINE JOURNALS

BEGOÑA BELLÉS-FORTUÑO

(UNIVERSITAT JAUME I, SPAIN)

The aim of this study is to analyse the use of some attitude and engagement markers in the academic genre of journal articles within the field of Medicine. The current study is carried out within the frame of the IAMET project* where a large contrastive corpus of Spanish and English journal articles from different disciplines has been gathered. Concepts such as systematicity and the problems of parallel corpora also find their place in this study (Aijmer, 1997; Salkie, 1995, 1997), I intend to take a similarity assessment (Chesterman, 1998) as understood by contrastive linguistics in terms of the number of shared and distinctive features in English and Spanish markers in Medicine journal articles in terms of their degree of feature matching (Tversky, 1977). The study of Research Article (RA) journal publications through contrastive linguistics can aid specialised writers, novel researchers and university students in the reading and understanding of a shaped RA.

A total corpus of 40 RAs has been analysed in English and Spanish, paying attention to the use of attitude and engagement markers in terms of word frequency and text concordance. To carry out the analysis newly specific corpus tool software which has been developed in the frame of the aforementioned project called METOOL has been used. Along with previous authors who have largely studied Discourse Markers (DMs) (Fraser, 1987, 1999; Schiffrrin, 1987), I agree on DMs having a core meaning; however, I think that this meaning is strongly context-dependent rather than semantic (Bellés-Fortuño, 2008, 2016). I have looked at the notions of a DM and which role or function they may have in discourse. Following systemic functional linguistics (Halliday & Matthiesen 2004), the three dimensions or relational functions of language are the basis of a newly developed classification of DMs (Bellés-Fortuño, 2017) where the relevant focus of analysis lies in the relations established between writer-text and writer-reader. Results show some similarities between the use of metadiscoursal elements in Spanish and English journal articles in Medicine, however interesting divergences are also observed in the case of engagement markers and their use in English journals.

*IAMET Project is a competitive project granted by the Spanish Ministry of Economy and Competitiveness, its acronym stands for: Identification and analysis of rhetoric elements in Spanish and in English: study of metadiscursive strategies.

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DAY 1

27 MAY 2021

Parallel Session 3

16:10-17:10

ROOM B

**Intra/Inter/Cross-Cultural Metadiscourse in (digital)
non-academic texts**

Chair: Marta Aguilar Pérez

DAY 1- SESSION 3- ROOM B-1

SCARE QUOTES IN HARD NEWS REPORTS

ZUZANA NÁDRASKÁ

(UNIVERSITY OF PARDUBICE, CZECH REPUBLIC)

This paper draws on Hyland's (2005) dialogic and interpersonal view of metadiscourse and the distinction between interactive and interactional resources. It is concerned with the phenomenon of scare quoting and its occurrence in British hard news reports. Scare quotes are understood as signals of authorial intrusion that call readers' attention to the enclosed words and facilitate engagement between the writer, the reader and possibly other voices external to the text, together with the values and interests these voices and their respective communities embrace (Bednarek, 2006; Dillon, 1988; Fairclough, 1993; Finkbeiner, 2015; Gutzmann & Stei, 2011; Lakoff, 1981; Meibauer, 2015; Nacey, 2009; Predelli, 2003; Richardson, 2007; Schneider, 2002; Thompson, 1994). While scare quotes are explicit non-verbal markers of writer intrusion (e.g. Crismore et al., 1993), the metalinguistic comment is implicit and formulated by the reader rather than the writer. In this paper the functions of scare quotes are interpreted from a dialogic and generic perspective (Bakhtin, 1981, 1984; Dillon, 1988; Martin & White, 2005; White, 1998, 2012). The analysis has shown that the interactive type of comment is predominantly bound to authorial language, concerns matters of text-processing (e.g. conceptual novelty, meaning modification, register and style discrepancy) and reflects two important features of hard news writing, namely topicality of news events and an appeal to a heterogeneous mass audience. On the other hand, the interactional kind of comment tends to relate to words originating with an external voice and expresses negative evaluation. In many cases the formulation of a negative assessment seems to be a mere potentiality dependent on the presence of contextual cues and the reading position of the receiver. The nature of the interactional comment can be explained by two other features of hard news discourse, more specifically a propensity for negativity and suppression of explicit authorial evaluation (Martin & White, 2005; White, 1998, 2012)

DAY 1- SESSION 3- ROOM B-2

THE USE OF INTERACTIONAL METADISOURSE IN MANAGEMENT STATEMENTS OF RENEWABLE ENERGY COMPANIES

MARÍA CRISTINA URLOI & MIGUEL F. RUIZ GARRIDO

(UNIVERSITAT JAUME I, SPAIN)

Annual reports (ARs) have been developed over time to adapt their content for a broader audience (Giordano, Pizziconi, & Di-Ferrante, 2018). Due to their continuous improvements, research on ARs and management statements have been conducted from different perspectives (e.g. Hussain, Ali, & Kasim, 2020; Mobasher, Ali, Abdullah, & Yuit, 2013; Stanton & Stanton, 2002), including the linguistic one (e.g. Breeze, 2018; Ruiz-Garrido, Palmer-Silveira, & Fortanet-Gómez, 2005). However, not much attention has been paid to renewables' ARs, even though they represent a fast growing industry in Europe (REN21, 2018). Metadiscourse is one of those topics researchers have also studied as a relevant aspect of business communication (e.g. Alejo-González, 2005; Carrió-Pastor & Muñiz-Calderón, 2015) and management statements (e.g. Hyland, 1998; Huang & Rose, 2018). Our purpose is to examine the persuasive communication strategies used by executives of renewables by means of interactional metadiscursive elements. Following mainly Hyland's (2005) interpersonal model of metadiscourse, we focus on the role of stances (Biber, 2006; Biber, Johansson, Leech, Conrad, & Finegan, 1999; Conrad & Biber, 2000) to promote and build a positive corporate identity to earn stakeholders' trust (Fuoli, 2018), and how pronouns are used to involve the audience within the discourse (Fortanet, 2004; Kamio, 2001; Wieczorek, 2009). We performed a comparative analysis on those metadiscursive features used in CEO's statements and chairmen's letters from eleven European public listed renewable companies' ARs. We conducted a mixed-methods analysis. Firstly, we used the concordance software tool Antconc (Anthony, 2019) to extract raw data automatically. Then, Excel files were used to analyse the data qualitatively (manual revision and classification) and quantitatively (frequencies). Findings suggested the importance of metadiscourse in both management statements. In fact, executives and chairmen appeared to employ a similar quantity of interpersonal metadiscursive elements, yet with slightly different tendencies of persuasive linguistic strategies.

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DAY 1- SESSION 3- ROOM B-3

SUBJECTIVITY IN RUSSIAN AND AMERICAN PRO-ESTABLISHMENT MEDIA: AN INTERPERSONAL PERSPECTIVE

NATALIYA EGEREVA

(UNIVERSITAT DE VALÈNCIA, SPAIN)

This study reports a comparative analysis of the realization of subjectivity in the 2018 presidential campaign in Russia through the lens of metadiscourse. The corpus consists of 112 straight news stories taken from two pro-establishment news vehicles, Russia Today and Voice of America, both frequently labelled as propaganda sources. The study is also aimed at describing alternative forms of realization of interpersonality in journalistic discourse that may prove its context-dependency and context-sensitivity that should be taken into account when trying to fine-tune the existing taxonomy in application to other genres rather than academic discourse. The study is based on a flexible view of interpersonality (Lorés-Sanz, Mur-Dueñas & Lafuente, 2010; Suau-Jiménez et al., 2021) as opposed to a narrower understanding of the concept that was initially applied only to academic discourse. The findings show that articles constitute different interpersonal patterns within various thematic categories of articles and the variation of prevailing markers in each category is explained by different communicative aims. The analysis shows that attitude markers enjoy greater linguistic flexibility and contextuality as compared to hedges and boosters due to the complexity of meanings and attitudes they may convey, so it was suggested to separate the category of attitudinals into positive and negative attitude markers as journalists tend to take sides when giving evaluation. Quotations are emphasized as an implicit means of strengthening the interpersonal potential in the discourse through referencing, as they intensify the message conveyed in the body of the articles in Russia Today, while in Voice of America negative evaluation is introduced indirectly through quotations. The findings support the claim that variables should be taken into consideration when applying the interpersonal framework to other genres of discourse to explore different realizations of interpersonality.

DAY 1- SESSION 3- ROOM B-4

TEXT HISTORIES AND DISCOURSE-BASED INTERVIEWS IN INVESTIGATING EXILED ACADEMICS' DEVELOPMENT OF METADISCOURSE USE

BARAA KHUDER

(CHALMERS UNIVERSITY OF TECHNOLOGY, SWEDEN)

The interaction between writer(s) and readers has been investigated in relation to various textual markers, with metadiscourse being one of the most studied features (Dahl, 2004; Hyland, 2018). However, the methodological tools used to investigate these features are predominantly quantitative. This presentation reports qualitative and quantitative analysis of metadiscourse features of two exiled academics' EAL (English as an Additional Language) writing for publication in international journals. I draw on a larger study that investigated EAL academic literacies development of exiled Syrian academics using ethnography as a method via talk-around-text interviews; as a methodology, via questionnaires, interviews, writing logs, network plots, and Text Histories (Lillis & Curry, 2010); and as deep theorizing (Lillis, 2008) via analysis of authorial voice.

This presentation draws on the textual quantitative analysis in the Text Histories of metadiscourse features identified in Hyland (2005) by following the change in the number of usages of these features across drafts and texts, and discourse-based interviews (Odell, Goswami, & Herrington, 1983) via analysing the reasons behind using these features and making any changes. Findings showed that writers used more metadiscourse features while they progressed in their academic journeys. The discourse-based interviews revealed that co-authors' interventions (Khuder & Petrić, 2020) make metadiscourse features use more disciplinary appropriate. These interviews also showed the necessity of explaining the rhetorical reasons for metadiscourse use. The two cases presented are contradictory on the level of intervention; one case received explanation on the necessary changes to be made to metadiscourse features from the co-author while the co-author in the second case made direct changes to the text. The presentation concludes with pedagogical implications on the teaching of metadiscourse, and methodological implications on the importance of including both quantitative and qualitative analysis of metadiscourse features to better understand the developmental aspect of their use.

DAY 1

27 MAY 2021

Parallel Session 4

17:20-18.35

ROOM A

**Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts**

Chair: Lucía Bellés-Calvera

DAY 1- SESSION 4- ROOM A-1

POWER RELATIONS IN INTERACTIVE METADISOURSE: AN EXPLORATORY STUDY IN ELF CONTEXT

ASLIHAN TUĞÇE GÜLER AND ASUMAN AŞIK

**(ANKARA YILDIRIM BEYAZIT UNIVERSITY / GAZI UNIVERSITY,
TURKEY)**

The aim of the current study is to investigate the power relations in academia through spoken metadiscourse. Specifically, the study will focus on revealing power relations between doctoral students and professors by analyzing doctoral dissertation discussions in the context of English as a Lingua Franca. This investigation will be conducted through analyzing a spoken academic corpus and power related questions of professors as well as managing ways of answering these questions of doctoral students during their dissertation defenses. Finally, the effect of power relations on the interaction will be identified through analyzing metadiscursive components. With this aim, the ready-made English as a Lingua Franca in Academic Settings corpus has been chosen as a primary data source. The data contain both recordings and their transcriptions of approximately 131 hours of recorded speech from 14 doctoral defense discussions from a variety of departments. The analysis of the data from the English as a Lingua Franca in Academic Settings corpus will be done with an approach of mixed method analysis. Quantitative analysis will be carried out to find descriptive statistics. A concordance software will also be utilized in order to show the results of the descriptive statistics. For the qualitative part of the study, examples representing the results of the quantitative analysis will be shown and explained in detail. Preliminary findings are expected to reveal dominance-linked metalinguistic comments such as repairing, reformulating, and managing terminology as well as speech acts labels such as arguing and exemplifying among professors and doctoral students during doctoral dissertation discussions in English as Lingua Franca context.

DAY 1- SESSION 4- ROOM A-2

PATTERNS OF DISCIPLINARY METADISOURSE: A COMPARATIVE STUDY OF RESEARCH ARTICLES IN POLITICAL SCIENCE AND GENETICS

LILIA SHEVYRDYAEVA & IRINA YAKOVLEVA

**(LOMONOSOV MOSCOW STATE UNIVERSITY / SHENZHEN MSU-BIT
UNIVERSITY, RUSSIA)**

The traditional division of academic disciplines into soft and hard sciences is based on the premise that hard sciences (physics, chemistry, life sciences) share a common framework of approaches while soft sciences (linguistics, sociology, political science) rely more on diverse individual interpretations (Becher&Trowler, 2001), therefore, less empirical disciplines are considered more 'argumentative' (Hunston, 1993, Tannen, 2002) and certain categories of metadiscourse markers can be expected to be more frequent. By applying Hyland's framework (Hyland, 2005, 2018) this paper examines how academic authors with different disciplinary expertise use interactive and interactional metadiscourse markers in the introduction and discussion sections of their research writing. We compare two disciplines representative of the genre conventions and language use in soft and hard sciences – Political Science and Genetics respectively. To this end, two corpora were compiled of research articles from top-ranking disciplinary journals – 50 papers each – published in 2019-2020 and written by native English speakers.

This comparative corpus-based investigation describes the distribution and frequency of metadiscourse markers across sections of research papers and identifies patterns of metadiscourse marker use in each disciplinary community. While Discussion, surprisingly, demonstrates very similar patterns for both disciplines with slight differences in the frequency of some markers, in Introduction much higher frequency of evidentials is observed in Genetics compared to Political Science, and higher frequency of self-mentions in Political Science compared to Genetics. Both trends appear to be consistent with the discursive conventions of the disciplines, with Genetics (as a hard science) building on previous research and Political Science putting more emphasis on authorial contribution. Thus, our quantitative and qualitative analyses reveal inter-disciplinary variation and similarities between two academic discursive traditions and describe pragmatic strategies of engaging with disciplinary communities.

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DAY 1- SESSION 4- ROOM A-3

USING THE SOFTWARE MULTIMODAL ANALYSIS VIDEO FOR THE STUDY OF METADISOURSE IN ACADEMIC LECTURES

ENZO BOGGIO-LÓPEZ

(UNIVERSITAT JAUME I, SPAIN)

The analysis of lectures and classroom discourse has received ample interest in the last decade (Bloome et al. 2005; Rymes, 2015). Within lectures, research on metadiscourse has also been broadly explored (Lee & Subtirelu, 2015). These analyses, however, have mostly been conducted from a purely linguistic point of view, disregarding the multimodal nature of discourse, intrinsic to human communication. Indeed, studies have found that the use of modes in teaching settings is varied and depends on the discipline (Airey, 2016; Chan, 2015) and lecturing styles (Bernad-Mechó & Fortanet-Gómez, 2019), since lecturers choose from the several multimodal affordances at their disposal to convey each communicative goal.

Although some studies have focused on the analysis of multimodal affordances in oral academic genres in general (Airey, 2016, Evnitskaya & Jakonen, 2017; Fortanet-Gómez & Ruiz-Madrid, 2019; Ruiz-Madrid & Valeiras-Jurado, 2020), few studies explore the use of metadiscourse in its multimodal context. The rationale behind this is most likely the complexity of such analysis, since several modes occur simultaneously and few methodological analytical tools are at hand so far.

This paper thus explores the use of the software Multimodal Analysis Video (O'Halloran, Tan & E, 2017) to systematize the research and establish the different layers in the analysis of metadiscourse in lectures. In order to do so, organizational metadiscourse (Ädel, 2010) has been analyzed in the opening moves of three lectures within ICLHE contexts. These lectures, videorecorded at a Spanish university, consist of theoretical face-to-face sessions within the BAs in Economics, Finances and Business Management. The aim of this paper is to prove the feasibility of the software Multimodal Analysis Video to assist the researcher in the multimodal analysis of metadiscursive markers. Systemizing research in the field is expected to boost novel findings, which can be later applied to the design of teacher-training courses, so as to improve the communicative competence of EMI professors.

DAY 1- SESSION 4- ROOM A-4

ENGAGING ARCHITECTURE READERS TO ARTICLES

AIDA ARIANNEJAD AND HANIFE BENSEN BOSTANCI

(NEAR EAST UNIVERSITY, CYPRUS)

Among different metadiscourse classifications, engagement markers are the only reader-oriented metadiscursive features which play a significant role in establishing interactions between writers and readers (Hyland, 2005). The present comparative study explores the use of these features in English and Persian research articles following a corpus-based approach. The compiled corpus used in this study comprises the post-method sections of 100 architecture research articles (50 English and 50 Persian). Hyland's (2005) classification of engagement markers was employed as the theoretical framework for the present investigation. The results revealed basic statistical and functional similarities in the employment of engagement features in English and Persian articles. The two corpora, however, were slightly different in the number of directives and knowledge appeal strategies. The study also provides a list of the most commonly used engagement bundles in the English and Persian articles. The findings are believed to offer academic discourse analyzers valuable insights into the role of engagement markers in architecture articles and to shed light on some pedagogical issues that can be useful for EAP teachers and students.

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DAY 1- SESSION 4- ROOM A-5

'INDEED, THIS APPLIES TO ARTIFACTS, OBJECTS AND SOUVENIRS'. EXPRESSING POINT OF VIEW IN TOURISM RESEARCH ARTICLES

FRANCISCO J. ÁLVAREZ-GIL & MARÍA ELENA DOMÍNGUEZ MORALES

(UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA, SPAIN)

This paper examines the use of adverbs as stancetaking devices in a body of research articles in the field of tourism. These texts have been written by specialists in tourism studies. Our study will show how adverbs are deployed with the intention of showing the authors' point of view regarding the content of their texts. The pragmatic implications of these devices will be highlighted bearing the contexts in which these strategies appear within the academic research paper. The methodology of study is corpus linguistics, and the framework of analysis includes the works of Schiffrin (1987), Fraser (1996), Jucker & Ziv (1998), Aijmer (2002) and especially Buysse (2012), Ghezzi (2014) and Furkó (2020), and our notion of metadiscourse follows Hyland (2005). Hyland's description of stance adverbs (2005) clearly indicate the authors' attitude towards their texts, hence an evaluative dimension of these markers, and their use depends on the effect an author is seeking to have on readers. The data for the present study have been randomly taken from 77 tourism research articles from journals published in 2015 up to 2018. These journals are selected following a criterion based on the notions of indexing and visibility in international databases, as these are normally reliable means to learn about the quality of the publication process. The corpus with these texts is tagged for part of speech so that searches concerning the class "adverb" is made possible. Once the concordances for this category are obtained, they are visually inspected in order to identify cases of stance adverbs with evidentiary qualification, and we could evaluate them in the context in which they appear. Evidence clearly indicates that these forms tend to appear in the results and discussion section with an increasing effect to highlight meaning. In the same vein, we also point out that the perspectivizing function of these devices seems to gain strength in topical position within the sentence.

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DAY 1

27 MAY 2021

Parallel Session 4

17:20-18.35

ROOM B

Intra/Inter/Cross-Cultural Metadiscourse in (digital)
non-academic texts
Chair: Çiler Hatipoğlu

DAY 1- SESSION 4- ROOM B-1

A CORPUS-BASED, CONTRASTIVE ANALYSIS OF MAJORITY AND DISSENTING OPINIONS IN U.S. SUPREME COURT JUDGMENTS

JAMIE MCKEOWN

(THE HONG KONG POLYTECHNIC UNIVERSITY, HONG KONG)

The concept of metadiscourse has been extensively applied to written, academic communication (Hyland, 2017). Whilst a growing body of literature continues to extend the application of the metadiscourse construct to novel, written genres, e.g. workplace email as in Ho (2018) and online discussion boards as in Smart (2016), the investigation of written forms of communication, in which social stakes are relatively higher, has yet to blossom. Indeed, consideration of written, legal communication remains acutely underexplored (as does the investigation of metadiscourse in legal contexts generally, see Lee 2015). This paper investigates the use of reflexive metadiscourse (Ädel 2006; 2010; 2017) in the legally binding opinions of the U.S Supreme Court. Specifically, it investigates the frequency and functional usage of reflexive metadiscourse in cases in which the decision of the court was split (i.e. not given unanimously). I use two corpora (264, 855 words in total): one corpus comprising 32 majority opinions; one corpus comprising 32 dissenting opinions. Each corpus contains 2 decisions written by 16 Supreme Court Justices (serving in the period of 1990-present). During the presentation, I will share a number of conceptual/definitional difficulties that arise from the application of metadiscourse to common law judgments (e.g. intertextuality versus intratextuality). I will also report on findings which show significant frequency differences as well as underlying discursive differences in the two kinds of legal opinion investigated here.

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DAY 1- SESSION 4- ROOM B-2

INTERPERSONAL METADISCOURSE IN AMAZON CUSTOMER REVIEWS OF LITERARY FICTION AND ITS IMPLICATIONS FOR CONSTRUING GENRE

AMÉLIE DOCHE

(BIRMINGHAM CITY UNIVERSITY, UK)

Metadiscourse can be defined as “the range of devices writers use to [...] organise their texts, engage readers, and signal their attitudes to both their material and their audience” (Hyland and Tse, 2004). Online book reviews epitomise the twofold attitudinal orientation of (meta)discourses insofar as reviewers simultaneously engage with the material they are appraising and the audience they are seeking to reach. This study thus explores two distinct but related types of interactions: the reviewer’s interaction with their material and the reviewer’s interaction with their online, imagined audience. At an analytical level, the study draws on Systemic Functional Linguistics theories of genre (Halliday & Hasan, 1989) and APPRAISAL (Martin & White, 2005; Martin & Rose, 2007) to qualitatively examine the discursive co-construction of attitude(s) in reviews. Specifically, the Engagement subsystem within APPRAISAL allows the research (i) to expose the ways in which reviewers introduce other sources of attitudes in their texts, and (ii) to offer insights about the overall interpersonal (meta)functions these sources serve within the context of online book reviewing.

Research findings suggest that the reviewers’ manipulation of Engagement resources work toward the construction and construal of several genres. Reviews which are heavily attitudinally oriented toward the material (i.e. “subject-matter” in SFL) conform with the conventional, monologic book review genre and position their author as a source of knowledge within the online community. Reviews which are heavily attitudinally oriented toward the audience tend to adopt a dialogic genre, inherited from social media communication, and position their author as a source of opinion within the online community. The study concludes by considering the affordances of Barad’s concept of intra-action (2007) to strengthen the linguistic analyses of attitudinal interactions between the writer and their material.

DAY 1- SESSION 4- ROOM B-3

ON THE METADISCURSIVE DIMENSION OF TRAVEL BLOGS: A CROSS-LINGUISTIC/CROSS-CULTURAL ANALYSIS

GIULIANA DIANI

(UNIVERSITY OF MODENA AND REGGIO EMILIA, ITALY)

Tourism discourse has been the centre of increasing scholarly interest over the last two decades (e.g. Dann, 1996; Gotti, 2006; Fodde & Van Den Abbeele, 2012; Maci, 2013). In this paper I focus on a genre – the travel blog – that has recently drawn the attention of researchers in applied linguistics research (Gerbig & Shek, 2007; Dann & Liebman Parrinello, 2007; Cappelli, 2008, 2013; Gerbig, 2008; Orlando, 2009; Francesconi, 2012; Cacchiani, 2014; D’Egidio, 2014; Denti, 2015; Goethals, 2015; Luzón, 2016; Pascual, 2018). These studies have emphasised the role of language helping convey specific images of the destination and transmit cultural meanings (Urry, 1990; Dann, 1996). As Urry rightly remarks (1990, p. 3), “the language is used to inform the tourist about what must be seen and to direct his/her gaze through an anticipation of intense pleasures”. The present paper intends to contribute to this line of research by exploring the metadiscursive dimension of travel blogs written by American and Italian travellers describing Italian destinations. The choice to focus on Italy is influenced by the fact that, as pointed out by Vestito (2006, p. 6), “Italy has always attracted visitors from all over the world; throughout history, it has been a place of pilgrimage, a main stop in the Grand Tour”. The study focuses on the use of two specific features of metadiscourse: self-mentions and engagement markers, from text and corpus perspectives. Results will be discussed in the light of cross-linguistic and cross-cultural (dis-)similarities in the construction of the blogger’s stance and in the way bloggers engage with their readers.

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DAY 1- SESSION 4- ROOM B-4

CROSS-CULTURAL STUDY OF STANCE AND ENGAGEMENT MARKERS IN MOTIVATIONAL SPEECHES

MARYAM FARNIA AND ZAHRA SHIRZADKHANI

(PAYAME NOOR UNIVERSITY, IRAN)

The function of a persuasive speaking is to prompt the audience to act in order to overcome their problems and eventually feel comfortable. The motivational speakers, hence, employ various devices to provide information to their audience, and convince them that what these speakers offer is effective, and motivate them to follow them accordingly. The purpose of this cross-cultural research is to examine the use of interactional metadiscourse markers (i.e., stance and engagement) in English and Persian motivational speeches. The primary objective is to investigate the use of interactional metadiscourse markers in Iranian and American motivational speakers and the devices they use to express their stance and engage the audience. To this end, eight motivational speeches on two topics (success and business) are randomly selected from four highly reputed Iranian and American motivational speakers; Tony Robbins, Oprah Winfrey, Mahmoud Moazemi and Masoumeh Teymouri. All the speeches were delivered during the last two years and are available on YouTube and Aparat (a local video sharing service in Iran). The corpus is then transcribed and types of stance and engagement markers based on Hyland's (2005) model of interpersonal metadiscourse markers. Then frequency of occurrence of each type is calculated and analyzed using AntConc software. The results of this study are hoped to have contributions for both cross-cultural and discourse studies. Moreover, since studying interactional metadiscourse markers can help those who are passionate about developing speaking skills, the results of this study can be beneficial for low-experienced public speakers to know how to have an effective and positive impression on their audience.

DAY 1- SESSION 4- ROOM B-5

A CROSS-CULTURAL ANALYSIS ON INTERACTIVE METADISOURSE MARKER USE OF TURKISH FRESHMEN PRE- SERVICE ENGLISH LANGUAGE TEACHERS

CEMRE ÇIÇEK TÜMER AND ÇILER HATİPOĞLU

(MIDDLE EAST TECHNICAL UNIVERSITY, TURKEY)

This present study aims at comparing the types, frequencies and functions of interactive metadiscourse devices (i.e., transitions, frame markers and code glosses) employed by freshmen pre-service English language teachers of Turkish L1 background in their English argumentative paragraphs to the TOEFL11: A Corpus of Non-Native English corpus – the largest publicly available corpus of English in the argumentative genre written by nonnative writers (11 different L1 backgrounds) which consists of 12,100 essays written by the test takers in TOEFL IBT exam in 2006-2007 from eight retired prompts (Blanchard, D.; Tetreault, J.; Higgins, D.; Cahill, A. & Chodorow, M., 2013). Data from 7 freshmen pre-service English language teachers are collected through seven argumentative paragraphs written by the participants of the current study. The data obtained are analyzed by utilizing Hyland's (2005) Interpersonal Model of Metadiscourse. Therefore, the data are analyzed qualitatively in order to find the types and functions of interactive metadiscourse devices. Then, they are analyzed quantitatively to be able to find the frequencies of interactive metadiscourse markers. The frequencies of the interactive metadiscourse markers used by freshmen pre-service English language teachers of Turkish L1 background are compared to the TOEFL11 corpus by running statistical tests using SPSS through cross-cultural perspective. Hence, the results of the research will enable the field of cross-cultural metadiscourse to gain insightful awareness on the different usages of interactive metadiscourse markers by the speakers of various languages. Moreover, it will also reveal whether Turkish L1 speakers use interactive metadiscourse markers similarly or differently than writers from various L1 backgrounds.

DAY 2

28 MAY 2021

Parallel Session 1

10:45-12:00

ROOM A

Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts

Chair: Ana-Isabel Martínez-Hernández

DAY 2- SESSION 1- ROOM A-1

THE USE OF TRANSITIONS IN TURKISH EFL LEARNERS' OPINION PARAGRAPHS

DIĞDEM SANCAK AND ILER HATIPOĐLU

**(ANKAYA UNIVERSITY / MIDDLE EAST TECHNICAL UNIVERSITY,
TURKEY)**

Metadiscourse (MD) is an important component in academic writing since it enables both L1 and L2 writers to position themselves in the text and to build a fitting relationship with their readers (Hyland, 2005). Despite its importance, MD is unfortunately rarely included in L2 teaching materials and/or taught in foreign language writing classes. This lack of input leads to failures on the part of the L2 writers, among whom even the expert ones utilize MD markers on an intuitive basis (Bogdanovic & Mirovic, 2018; Steffenson & Cheng, 1996). The current study aims to contribute to the L2 academic writing field of research and examines the effect of teaching materials and classroom instruction on the learning and employment of transition MD markers in opinion paragraphs written by native speakers of Turkish learning English. To be able to fulfil the goals of the study two sets of opinion paragraphs (pre- and post-training) written by B1 level pre-school students in a Turkish university were collected and the transition markers in them were analysed. This was followed by thorough scrutiny and classification of the transition devices in the teaching materials utilized in the same institution. The findings of the study showed that the variety and the range of transition usage in students' writings were limited, and students did not show a significant improvement in the use of some of the MD markers even after their training. This could be attributed to the underrepresentation of these markers in the teaching materials and the insufficient practice time devoted to them in the learning and successful use of important MD markers such as transitions in foreign language teaching contexts.

DAY 2- SESSION 1- ROOM A-2

LONGITUDINAL CORPUS INVESTIGATION OF THE INTERACTIONAL METADISOURSE MARKERS AS INDICATORS OF EFFECTIVE WRITING FOR L2 UNDERGRADUATES: PRELIMINARY FINDINGS

ZEHRA GÜRISOY AND ALI ŞÜKRÜ ÖZBAY

(KARADENİZ TECHNICAL UNIVERSITY, TURKEY)

This study focuses on the issue of expressing interactional metadiscourse markers (IMDMs) in expository and academic writing particularly from various sub-corpora of KTUCLE and KTUCALE, which are the collections of expository and academic argumentative essays by tertiary level EFL learners. Writing argumentative texts with expository or/and academic content is traditionally a challenging task for EFL learners in both L1 and L2. Text production, maintaining interaction with the audience, and using strategies for convincing the reader as well as becoming visible and making his/her presence felt between the lines require skill and expertise in using various devices. What is more, research on the step-by-step developmental levels in the undergraduate argumentative/academic essays seems to be relatively little compared to research on graduate writing. Our study, therefore, aims to analyze the development of the use of IMDMs in two learner corpora regularly, drawing on research within the EFL framework and IMDMs in general and academic texts in particular. It will be conducted based on the written data of the first-year non-native students from a department of English at a middle-size university in eastern Turkey. Simple random sampling will be used to choose 300 argumentative essays from the 3-million-word consisting corpora. The target metadiscourse markers will be identified through a concordance program Sketch Engine and will be analyzed both qualitatively and quantitatively, drawing on Hyland's (2005) taxonomy of metadiscourse markers. The study will specifically seek to analyze whether there is a statistically meaningful relationship between the learners' grades, the amount of instruction, and the use of IMDMs, hedges in particular, respectively. Echoing the findings of the previous studies, this study may show that expository and academic essays of L2 Turkish learners contain a considerable number of IMDMs with certain but limited markers as a result of previous instruction, feedback, and proficiency.

DAY 2- SESSION 1- ROOM A-3

A CORPUS ANALYSIS OF SELF-MENTION MARKERS IN TURKISH EFL MASTER THESIS

ABSTRACTS IN ENGINEERING DISCIPLINES

MEHASIN TEKIN

(ABDULLAH GÜL UNIVERSITY, TURKEY)

This corpus-based study aims to explore to what extent Turkish EFL Engineering students used self-mention markers to establish authorial presence in their MA thesis abstracts, to find out the collocational patterns in the surrounding context of those markers, and the authorial roles that each self-mention marker represented. Inspired by this, 100 MA thesis abstracts written in English by native speakers of Turkish who graduated from Civil, Computer and Mechanical Engineering departments were compiled. The data were analyzed on AntConc v3.5.8 (Anthony, 2019) to identify the use of self-mention markers and collocates used with those markers. To better illustrate the collocates, Lancsbox4.5 (Brezina, McEnery, & Wattam, 2015), a corpus tool designed by Lancaster University was employed. The findings of the study indicate that Turkish EFL engineering students significantly underused self-mention markers. The most frequently used self-mention marker was 'we' and 'our' while 'I' and 'my' were not used by any of the writers in the corpus. The analysis also shows that while almost all the writers took the role of 'research conductor' while establishing their presence they did not use any self-mentions in order to organize their discourse. The possible reasons for the underuse of self-mention markers and other strategies that writers used to establish authorial self were discussed. The study ends with implications which will help engineering students in the process of writing thesis abstracts.

DAY 2- SESSION 1- ROOM A-4

STANCE AND ENGAGEMENT IN ENGLISH AND ARABIC RESEARCH ARTICLE ABSTRACTS

**SHARIF ALGHAZO, MOHD NOUR AL SALEM, ESSA SALEM AND
IMRAN ALRASHDAN**

(UNIVERSITY OF JORDAN, JORDAN)

Research in the area of intercultural rhetoric has mainly focused on academic writing in English and other languages. However, the writing of research article abstracts in English and Arabic has yet received scarce attention. To this end, this study shows how academic writers interact with their readers in both English and Arabic, or how writers express their stance and engage with readers. Eighty abstracts of research articles in the field of social sciences (40 for each language)—which were published in two highly-indexed journals (Scopus Q4): *Dirasat: Human and Social Sciences* and the *International Journal of Interdisciplinary Educational Studies*—were retrieved for quantitative and qualitative analyses using Hyland's (2005, 2019) framework. The findings are discussed in light of theories of metadiscourse and intercultural rhetoric. The analysis revealed that there are clear differences in the way academic writers express their stance and engage with readers in the two languages. Specifically, the findings showed that Arabic academic writers made less use of hedges and more use of boosters and attitude markers than English academic writers. In addition, self-mention as a stance feature was totally absent in the English abstracts but was located eight times in the Arabic ones. Finally, Arabic academic writers made less use of the engagement markers than English academic writers. The findings call for more cross-linguistic and cross-cultural analyses of academic writing in general, and research articles in particular.

DAY 2- SESSION 1- ROOM A-5

TASK COMPLETION ANALYSIS IN EFL STUDENTS' WRITTEN REPORTS: A CORPUS-BASED ANALYSIS

ANA-ISABEL MARTÍNEZ-HERNÁNDEZ

(UNIVERSITAT JAUME I, SPAIN)

This paper focuses on a corpus-based analysis of student report writing at university level. This type of text can be challenging for Spanish foreign language learners since they are not required to produce this type of writing at lower language-level courses or throughout compulsory education stages. Nevertheless, high-quality writings on a variety of topics are expected at a higher education context (Marulanda & Martínez García, 2017) as well as in the work market, which is becoming increasingly demanding and competitive in relation to advanced written communication skills (Ferretti & Graham, 2019; Gomez-Laich et al., 2019). English proficiency standards have become pivotal by virtue of globalisation. Thus, it has progressively acquired a relevant role in the academic world to, in turn, prepare students for the professional world (Bellés-Fortuño, 2016). This paper aims to provide, by way of illustration, a corpus-based technique. This technique, as detailed in this paper, was applied in an English-language university classroom. It contributed to the verification of task completion and achievement of first-year undergraduate students' report writing in English as a Foreign Language at a B2 level. Syntactical structures and phrases inherent to this text-type were taught in class and analysed in context from an example supplied by the teacher prior to student production of the text. Students were assigned to write and submit a report on a different topic and a different objective. As a result, a learner corpus was compiled as a result from 93 student reports submitted. Based on this corpus, this study analyses word frequency, sentence structure, discourse markers and collocations used by students in their report-writing. To this end, the tool LexTutor (Cobb, n.d.) was used. Findings indicate that on average, students followed the patterns provided in the teacher's instructions along with relevant keywords related to the topic, sometimes even resorting to synonyms to show a wide range of language. The results obtained can benefit either lectures or students at early stages of university degrees in the EFL language classroom. By analysing instances of students' performances in a report-writing corpus, lecturers can improve their classroom delivery and students can benefit improving their writing skills.

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DAY 2

28 MAY 2021

Parallel Session 1

10:45-12:00

ROOM B

Recent Theories and perspectives about
Metadiscourse

Chair: Robert MacIntyre

DAY 2- SESSION 1- ROOM B-1

THE USE OF SELF-MENTION IN THE ACADEMIC WRITING OF JAPANESE UNIVERSITY STUDENTS: A SUGGESTED PEDAGOGICAL APPROACH

ROBERT MACINTYRE

(SOPHIA UNIVERSITY, JAPAN)

This study is concerned with the use of learner corpora to teach the features of metadiscourse in academic writing to Japanese university students. Although metadiscourse is a popular area of research (Hyland, 2017) there has been less attention paid to how to teach this important aspect of communication at the university level. The use of features of metadiscourse is problematic for non-native English speakers as they face difficulties with genre comparability, register awareness, cultural conventions, and learner strategies (Ädel, 2006). Therefore, this study discusses a possible pedagogical approach to the teaching of metadiscourse in an EFL environment by using learner corpora of argumentative essays and research papers to design teaching materials to enable opportunities for 'noticing'. In particular, this study will examine the use of self-mentions. Self-mentions, in particular, the use of I and we, are often believed to be contrary to the requirements of objectivity and formality in academic writing. However, although varying between disciplines, a number of studies (Chang and Swales, 1999; Harwood, 2006 and Hyland, 2001, 2002) have shown the importance of such pronouns in helping the writer state opinions and arguments and, generally, organise an academic text.

Two year-long academic writing classes were taught by the researcher in a Japanese university. In each class the students wrote four research papers but, the experimental group had additional teaching materials that promoted the 'noticing' of metadiscourse, and the control group did not. The final corpus of research papers of approximately 350,000 words was examined for the function and frequencies of self-mentions and comparison made between the two classes.

Results indicate that the use of learner corpora as a pedagogical tool has an influence on the participants use of self-mentions, with the control group using self-mention more frequently and in functionally-different ways to the experimental group.

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DAY 2- SESSION 1- ROOM B-2

SUGGESTING AN INTERACTIVE METADISOURSE MARKER INSTRUCTION MODEL: DDL & LONGITUDINAL APPROACH

CEMRE ÇIÇEK TÜMER

(MIDDLE EAST TECHNICAL UNIVERSITY, TURKEY)

Although metadiscourse is a crucial part of written discourse competence, unfortunately, specific metadiscourse marker instruction is often ignored (Bogdanovic & Mirovic, 2018) which results in written products of EFL learners to be considered as unqualified. The aim of the present study is twofold. Firstly, it suggests a model for interactive metadiscourse marker instruction (i.e., transitions, frame makers and code glosses). Secondly, it proposes a robust methodology to analyze the effectiveness of the instruction model on interactive metadiscourse marker usage. The 5-week long instruction adopts data driven learning method (DDL) to prepare corpus-based and student specific materials. To that end, a sub-corpus named TOEFL11-HIGH, which is compiled from TOEFL11: A Corpus of Non-Native English corpus – the largest publicly available corpus of English in the argumentative genre – by including only the data annotated as ‘high’, is utilized. The instruction is also supported by providing feedback, sample paragraphs and revision sessions. To be able to observe the effectiveness of the instruction model, concurrent triangulation mixed method design (Creswell, 2009) is adopted. Accordingly, the data are collected through five tools: (1) background questionnaire, (2) opinion paragraphs written by the participants before, during and after the instruction on interactive metadiscourse markers via data driven learning method (3) surveys to be implemented during and after the instruction process, (4) participants’ diaries and (5) follow-up interviews. The quantitative data are analyzed through Hyland’s (2005) Interpersonal Model of Metadiscourse and statistical tests. The qualitative data were analyzed thematically and used to gain in-depth insight into participants’ feelings towards the training, teaching materials, MDM use. Thus, this study is believed to contribute to the field of metadiscourse marker instruction.

DAY 2- SESSION 1- ROOM B-3

THE ROLE OF METADISOURSE IN RAPPOROT MANAGEMENT

VICTOR HO

(THE HONG KONG POLYTECHNIC UNIVERSITY, HONG KONG)

The aim of this paper is two-fold. First, building on the premise that appealing to pathos is a meta strategy for managing rapport (Ho, 2020), this paper aims primarily to demonstrate the use of metadiscourse as an analytical tool for investigating rapport management. Second, it examines how service providers attempt to manage (challenge or enhance) rapport with their clients. Two service providers are involved in the present study: hotel managers tasked with responding to customers' online feedback and doctors offering online medical consultations. Hotel managers and doctors are chosen to recognise the increasing popularity and importance of the online platforms where they interact with clients to address respectively accommodation-related complaints and health-related concerns (Al-Mahdi et al., 2015; DMR, 2018; O'Connor, 2010; Thompson et al., 2012). With the aid of Nvivo12, we analyse qualitatively the the discourse produced by hotel managers – managerial responses to negative reviews (complaints and criticisms) on TripAdvisor, and by doctors – professional advice addressing patients' illness and worries on Chunyu Doctor (one of the most popular Chinese online medical consultation platforms). Business implications for both the hotels and doctors concerned will be discussed.

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DAY 2- SESSION 1- ROOM B-4

A METADISCURSAL APPROACH TO ACADEMIC WRITERS' CONSTRUAL OF IDENTITIES ACROSS BRIEF REPORTS AND CASE REPORTS IN MEDICAL SCIENCE

SABIHA CHOURA

(FACULTY OF LETTERS AND HUMANITIES OF SFAX, TUNISIA)

The functional approach to language highlights the importance of context in language description (Halliday, 1975, p.16), with the text seen as an instance of “language functioning in context” (Halliday & Matthiessen, 2014, p. 3). Situated in different contexts, these linguistic descriptions inform theories of language and have significant contributions to teaching pedagogy (Hyland, 2002, p.113). Building on the claim that academic literacies have operated differently according to the context of use (Barton & Hamilton, 1998), this research attempts to investigate metadiscursual features across brief reports and case reports, two genres which have not been studied in the literature as extensively as the research article genre (Lysanets, Morokhovets & Bieliaieva, 2017; Vipon, 1993), with a view to studying how academic writers negotiate their professional personas while observing the conventions of their respective genres. To this end, a corpus of 20 brief reports and 20 case reports, published in 2020 and written by American authors, is collected from the journal of Military Medicine. This corpus, totaling 81 869 words, is analyzed for metadiscursual features, following Hyland’s (2005) interpersonal model of metadiscourse at two levels representing the two dimensions of interaction, with the first one being interactive related to the way writers “accommodate [the] probable knowledge, interests, rhetorical expectations and processing abilities” of the expected readership (Hyland, 2005, p.49) and the second one being interactional showing “the extent to which the writer works to jointly construct the text with the reader” (Hyland, 2005, p. 49). While the interactive level focuses on transitions, frame markers, endophoric markers, evidentials and code glosses, the interactional one involves hedges, boosters, attitude markers, self-mentions and engagement markers. The choices of these metadiscursual features are interpreted in the light of the context of culture so as to answer the question: (i) do generic norms activate choices of metadiscursual features and determine the way writers engage with the readership? The analysis reveals that the distribution of metadiscursual features is motivated by generic conventions, with a preference for interactive over interactional markers in brief reports and the opposite is true for case reports, thus revealing that academic writers of case reports show more engagement with the readership than their peers in brief reports.

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DAY 2- SESSION 1- ROOM B-5

METADISOURSE IN DIGITAL SPACES: RENEGOTIATING LE BON USAGE OF THE ROYAL SPANISH ACADEMY (RAE)

ANTONIO REYES

(WASHINGTON AND LEE UNIVERSITY, USA)

Normative language uses, previously discussed exclusively by specific institutions (Bonnin 2014), are currently challenged and renegotiated in digital spaces where language-users discursively discuss, define and re-construct the standard language (Reyes and Bonnin, 2016).

Social actors generate comments about language through Internet-based participatory culture (Rymes & Leone, 2014, p. 41). These participants ("Citizen sociolinguists," [Rymes & Leone, 2014, p. 26]) build knowledge collectively (Jenkins, 2006) and negotiate authority while shaping and legitimizing a "standard language ideology" (Milroy & Milroy, 1999, p. 150). More importantly, they control fundamental aspects of the debate about language use and standardization (Reyes and Bonnin, 2016). Digital communication settings "not only facilitates social sharing of information, but also generates social value" (Rymes & Leone 2014, p. 31). Social media offer "the potential to exercise power over other members of their society in ways which affect the behaviours of others" (Liddicoat & Baldauf, 2008, p. 4), consequently challenging existing relations of power. Participatory digital culture represents a "convergence culture" (Jenkins, 2006) where participants foster continuous metalinguistic discussion, building inclusive (and exclusive) identities and communities.

This paper analyzes cross-cultural metadiscussion in digital spaces from different platforms, including 500 comments posted in response to an article published on El País's website announcing the new orthographic and spelling reforms in the Spanish language, proposed by the Royal Spanish Academy (RAE) (11/5/2010), and 200 threads of the "Sólo español" ("Spanish only") sub-forum within WordReference.com (January 2014).

This study examines how non-institutionally voices advocate for certain ways of using the Spanish language, achieve authority, and reveal aspects of under-represented language forms, norms, and patterns of indexicality (Blommaert, 2005). This work (1) explores the way social actors participate, refer to and construct the idea of standard language interactively in language forums (Varis and Wang 2011), (2) reveals the way authority about language-use is displayed and accepted in these online communities of practice (CoPs) (even though members' identity is quasi-anonymous).

DAY 2

28 MAY 2021

Parallel Session 2

12:15-13:30

ROOM A

**Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts**

Chair: Çiler Hatipoğlu

DAY 2- SESSION 2- ROOM A-1

HOW DO EFL LEARNERS QUALIFY THEIR EPISTEMOLOGICAL STANCE THROUGH MARKERS OF EVIDENTIALITY?

SERAP ATASEVER BELLI

(ERZURUM TECHNICAL UNIVERSITY, TURKEY)

Persuasive writing in English is a challenging task for language learners in terms of development of ideas and argumentation, proper language use, and textual organization. In this respect, metadiscourse resources play a primary role in explicit organization of persuasive discourse, establishment of reader-writer relations and persuading the readers. Among these resources, markers of evidentials are the expressions including adjuncts such as according to and reporting verbs such as state, argue, and claim that refer to information from other texts or sources (Aikhenvald, 2007; Hyland, 2005, p.49). Earlier studies have shown that L2 learners have difficulties in the use of these markers in different text types (e.g. Crismore, Markkanen & Steffensen, 1993; Simin & Tavangar, 2009). Additionally, reporting verbs used to indicate the source of information and denote the writer's attitude towards it (Neff, Dafouz, Diez, Martinez, Prieto, & Rica, 2003) are lexically and semantically complex (Hinkel, 2003). To shed some light into this issue in the L2 learners' interlanguage, this corpus-based study aims to find out the markers used to express evidentiality to convey propositional content of the message in persuasive writings in terms of function, frequency and types. Data consisted of 220 essays including 163,068 tokens collected from undergraduate Turkish first-year university students. AntConc 3.5.9. text analysis program was used to examine evidentials within contexts in terms of frequency and function analyses. The findings showed that there were a variety of evidential marker types used in the learners' essays such as according to, argue, claim, determine, report, say, state, show, discuss and so on. Specifically, there was a heavy reliance on the use of according to, say, claim, state, and argue, respectively. In the light of the results, implications are provided for writing teachers and textbook and curriculum designers for tailoring courses/materials to the needs of their learners.

DAY 2- SESSION 2- ROOM A-2

CONSTRUCTIONAL UNIVERSALS VS. VARIATION: TWO PERSPECTIVES ON WRITTEN ACADEMIC ENGLISH AS A LINGUA FRANCA (ELF)

SELAHATTIN YILMAZ

(YILDIZ TECHNICAL UNIVERSITY, TURKEY)

Recent ELF research has started to document the characteristics of academic writing by international scholars from different linguistic and disciplinary backgrounds, along with the complex patterns of variation shaping these characteristics. However, not only is this line of research in its infancy, but studies are also generally small-scale, resulting in a limited understanding of the complexities in ELF academic writing. Furthermore, literacy brokering in the form of language editing have a remarkable impact on publishing practices of nonnative users of English, which is yet to be investigated closely from a text-analytic perspective. Adopting a Construction Grammar (CxG) approach, this study offers a comprehensive examination of the multi-word constructions in three comparable corpora of academic writing from 50 disciplines in the social and natural sciences: (1) an unedited ELF corpus of 140 texts by non-native scholars from nine different first language (L1) backgrounds; (2) an edited ELF corpus that matches the L1s in the unedited ELF corpus; and (3) an edited English as a Native Language (ENL) corpus that matches the disciplines in both ELF corpora. A range of corpus analytic methods were used to identify the forms and functions of multi-word constructions distinctive of each corpus. Then, similectal and disciplinary variation in the use of these constructions were investigated via robust multivariate statistical tests. The findings support previous research in that ELF writers use conventional features of academic writing such as nominals, and passives more often than ENL writers. However, their use of constructions including low-frequency prepositions show remarkable disciplinary and linguistic variation. In addition, a number of constructional features characteristic of texts by writers from certain disciplinary and L1 backgrounds (e.g., common use of abstractions by Romance-L1 and hard sciences writers) are identified. Implications of the study for future research, particularly regarding the choice of analytical methods, are discussed in light of the findings.

DAY 2- SESSION 2- ROOM A-3

ORGANIZATIONAL METADISOURSE: A CONTRASTIVE MULTIMODAL ANALYSIS OF STRUCTURING SEGMENTS IN ENGLISH AND IN SPANISH

EDGAR BERNAD MECHÓ

(UNIVERSITAT JAUME I, SPAIN)

This paper investigates from a multimodal perspective, the use of organizational metadiscourse (Ädel, 2010) in hybrid lectures, i.e. lectures that are taught face-to-face and potentially streamed online, both in English and in Spanish. Online learning has risen exponentially in the last decade and, particularly, in our present-day society due to the impact of COVID-19 (Crawford et al., 2020). Having this background in mind, organizational metadiscourse is often employed by lecturers in structuring segments to indicate the directions of the lecture, to foster the cohesion of speech by establishing connections with previous and forthcoming information, and, even, to engage the audience (Bernad-Mechó & Fortanet-Gómez, 2019). Still and all, most research on the use of metadiscourse in lectures has been conducted from a purely linguistic perspective. In this sense, this paper expands on previous studies by looking at the modal configurations (Norris, 2004) of structuring segments triggered by organizational metadiscourse. In other words, the aim of this study is to look at the multimodal ensembles co-occurring during sections of the lectures in which the contents are being organized (e.g. introductions of topics, previewing and reviewing of information, etc.).

The data to further explore these sections comes from two hybrid lectures –one in English and one in Spanish- taught in the BA in Finance and Accounting at Universitat Jaume I, Spain by an experienced lecturer in the field. The lectures were transcribed and multimodally annotated using the tool Multimodal Analysis – Video (O’Halloran, Podlasov, Chua, & E, 2012). Then, linguistic and multimodal analyses were conducted to identify structuring segments triggered by organizational metadiscourse as well as their modal density, paying special attention to the use of gestures, gaze, posture, proxemics and paralanguage. Afterwards, the analysis was shown to the lecturer and an ethnographic interview was conducted. The results show that structuring segments become significantly modally dense through the use of various combinations of individual modes both in English and in Spanish. Furthermore, intense multimodal ensembles are formed as a result of accommodations to the online audience and due to the restriction of movement in the classrooms. Ultimately, this paper offers a lecturer-training proposal that raises awareness on the importance of the multimodality of organizational discourse in EMI contexts by reflecting on the pedagogical affordances of each of the modes analyzed and how they are used in combination with metadiscourse for comprehension purposes.

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DAY 2- SESSION 2- ROOM A-4

A CORPUS-DRIVEN CROSS-DISCIPLINARY STUDY OF INCLUSIVE AND EXCLUSIVE WE IN RESEARCH ARTICLE ABSTRACTS

ASIYE DOGAN UÇAR

(ERCIYES UNIVERSITY, TURKEY)

With its distinct characteristics, the research article (hereafter RA) abstract has been a major area of interest within the field of metadiscourse. Investigating authorial presence displayed in RA abstracts can play an important role in illuminating the complex nature of the interaction between the writer, the text and the reader. This study aimed to shed light on the disciplinary variation on how much and for what purposes authorial presence is shown in RA abstracts through the use of the first-person plural pronoun *we* as an engagement marker and self-mention device with its inclusive and exclusive forms. More specifically, the investigation focused on the use and communicative functions of the inclusive and exclusive *we* in a corpus of RA abstracts published in international journals in the fields of Bioengineering and Software Engineering from hard sciences, and Psychology and Sociology from soft sciences. AntConc Version 3.5.9 (Anthony, 2020) was used to find the instances in the corpus, and each instance was later analysed to determine its communicative function. The inclusive *we* was found to be very rare as opposed to the exclusive form, therefore the vast majority of the analysis focused on the exclusive *we* with metadiscourse function. Although the study did not find a clear-cut distinction between hard and soft sciences, there was a considerable variation across the sampled disciplines in the use and certain communicative functions of the exclusive *we*. However, the results also indicated a general tendency on the part of the abstract writers to use self-mention, and thus show authorial presence, when explaining purposes, procedures and results of their studies, but not when introducing and concluding them, or elaborating arguments. It is hoped that the findings of this study will contribute to a deeper understanding of the disciplinary variation in the use and communicative functions of the inclusive and exclusive *we* and to greater awareness of these uses and functions that could enhance practices in scholarly and novice academic writing.

DAY 2- SESSION 2- ROOM A-5

EXPLORING ANTICIPATORY IT LEXICAL BUNDLES IN ENGINEERING

NILGÜN KARSAN

(ERCIYES UNIVERSITY, TURKEY)

The notion of anticipatory it and extraposed subject is a grammatical feature of metadiscourse since this thematic element is interpersonal in nature (Flowerdew, 2013). Underlying the importance of this construction as a stance expression, this paper intends to analyze the anticipatory it themes in four sub-fields of engineering (namely Aerospace, Environmental, Industrial, and Software Engineering) to obtain representative insight into the stance taken via it-clauses. For this purpose, a top-down approach was employed in this study. In this respect, Hewings and Hewings' (2002) functional framework for it clauses is adopted for the 'Results and Discussion' section in the sub-fields of engineering compiled via AntCorGen (Anthony, 2019). The corpus consisting of 200 articles and approximately 350,000 words was analyzed with the help of AntConc followed by a manual coding process for the functional classification of anticipatory it across the corpus. The results showed that the most frequently used category was emphatics (expressions such as "it is important to stress" or "it should be noted"), which displays a higher level of confidence of the researchers towards the propositional content they convey, while attributes (expressions like "it has been proposed by ...") were rarely encountered in the 'Result and Discussion' section of research articles (RAs) in engineering. The findings of the study are expected to reveal implications for novice researchers of the related discipline.

DAY 2

28 MAY 2021

Parallel Session 2

12:15-13:30

ROOM B

Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts

Chair: Victor Ho

DAY 2- SESSION 2- ROOM B-1

INTRODUCTORY IT PATTERNS AND AUTHORIAL PRESENCE IN POST-GRADUATE L2 MEDICAL ENGLISH

DERYA YILDIZ

(ABDULLAH GUL UNIVERSITY, TURKEY)

The present study aims to investigate the use of introductory it patterns in thesis abstracts of Turkish EFL medical students. Implementing a qualitative and quantitative analysis method, it focuses mainly on the frequency of introductory it patterns. It further analyses the equivalent of introductory it patterns in Turkish translation of the abstracts with the aim of seeing the discrepancy in the language of abstracts. It is found that most Turkish authors in the field of medicine prefer implicit authorial presence through introductory it patterns in the academic discourse in English. The impersonal roles of introductory it that are explored in this study are hedging, attitude markers, attribution, and observation. The results show that observation markers which most researchers employ while providing the conclusion or result of the study constitute the largest portion, while attitude markers are the smallest. The results also reveal the cross-linguistic impact on the word choice of researchers. The verbs and structures (e.g. it was found/observed/seen that, it is possible/difficult) that are used more frequently in thesis abstracts may be transferred from the authors' first language (Turkish). The further analysis of the abstracts show that the translated versions of the abstracts contain a number of grammatical, lexical, and content errors. Additionally, authorial presence is generally reflected explicitly (e.g. We found that...) in Turkish abstracts in contrast to the ones in English. The study is concluded with the implications emphasising the need for effective academic writing courses in the relevant field.

DAY 2- SESSION 2- ROOM B-2

SPRUCING UP THE SUB-SEGMENTAL MOVES AND METADISCOURSE IN MEDICAL WRITING: A CORPUS-DRIVEN EXPLORATION OF ABSTRACTS TO INFORM DDL

MUSTAFA ÖZER

(ABDULLAH GÜL UNIVERSITY, TURKEY)

Data-driven learning (DDL) might offer greater opportunities when endorsed by discipline-specific corpora. A systemic bottom-up and segmental analysis of a scientific genre to reveal rhetorical conventions emerging from the publications themselves can provide authentic teaching and learning materials. This paper explores the affordances of such an approach through a principled and systematic corpus-driven analysis of research article abstracts in Geriatric Ophthalmology (GO). Specifically, one of the aims is to determine the common grounds which could enable an in-depth discussion of how move and metadiscourse analyses can relate to DDL. To this end, a discipline-specific corpus of 138 texts (approximately 200,000 words) was generated through AntCorGen and labelled as 'Corpus of Abstracts in Geriatric Ophthalmology' (CAGO). The move analysis has shown that, when not structured, abstracts might vary greatly in the way they are organized. Authors generally perform seven communicative moves in their abstracts. The first three major moves (i.e., drawing an outline; introducing the methodology; introducing the results) appear to be employed in each abstract, accounting for about 95% of all moves. Also evidential through this analysis were the metadiscoursal elements shaping each move. For example, authorial presence is often shown by the use of epistemic stance markers "here, we" to define the focus of the study, and "we conclude" to signal the concluding rationale. As there is no rhetorical uniformity, a systematic designing pattern, parallel to IMRaD conventions, to inform deductive writing instruction for a more tangible means of teaching could be deemed necessary. Holding the potential of fostering learner autonomy by jettisoning less necessary elements of the target genre, such an approach might help bring the essential ones to the foreground. A framework underpinned by corpus-driven move analysis for DDL-mediated EAP/ESP instruction is also proposed. Future studies taking a panoramic image of the genre might provide a deeper insight.

DAY 2- SESSION 2- ROOM B-3

ESTABLISHING AUTHORIAL PRESENCE VIA EXCLUSIVE-WE: A FUNCTIONAL APPROACH TOWARDS SELF-MENTIONS IN ENGINEERING RESEARCH ARTICLES

AYÇA SOLSUN

(ERCIYES UNIVERSITY, TURKEY)

Although academic writing has been seen as an objective form of writing for a long time, recent studies indicate that it is the form of social interaction and not totally impersonal. In line with this, as is stated by Hyland (2002), academic writing is also strongly linked with the manifestation of authorial presence across the text. Included in the interactional metadiscourse framework by Hyland (2005), self-mentions enable writers to express their beliefs, show attitudes, become a part of the community and interact with their readers. Consequently, academic texts become more credible, accountable and interactive with the manifestation of authorial presence through self-mentions. This paper aimed at analyzing the use, distribution and discourse functions of self-mentions, we-oriented authorial presence in particular. The corpus of the study consisted of 200 research articles (RAs) written in the field of Engineering and Technology, totaling approximately 270,000 words. RAs were randomly selected through a corpus generator tool (AntCorGen) to compile the corpus of the study and corpus-based approach was applied in the study. Both manual and automatic analyses were employed to reach more accurate results and all verbs collocating with explicit authorial presence were also analyzed manually. The results of the quantitative and qualitative analyses clearly indicated that the most frequent function used by the writers was explaining a procedure with 723 instances (54,69%) and the least frequent functions writers preferred to apply were describing themselves and making a claim/prediction with 2 instances (0,15%). The qualitative analysis provided that writers employed authorial presence to achieve different discourse functions (i.e., explaining a procedure, stating goals, describing themselves, making a claim/prediction and other functions), however; they preferred to avoid using more argumentative and interactional functions (describing themselves and making a claim/ prediction), which can be strongly associated with the purpose of evading interaction with the readers.

DAY 2- SESSION 2- ROOM B-4

SO WHAT DO WE HAVE HERE? AN ENGINEERING LECTURER'S METADISCURSIVE USE OF QUESTIONS IN L1 AND ENGLISH

SARAH KHAN AND MARTA AGUILAR

**(UNIVERSITAT DE VIC-UNIVERSITAT CENTRAL DE CATALUNYA /
UNIVERSITAT POLITÈCNICA DE CATALUNYA, SPAIN)**

The effect of language of instruction on spoken academic metadiscourse has recently received some attention. Research comparing the use of metadiscourse in English-medium instruction and L1 points to, with some exceptions (Costa & Mariotti, 2017), a higher use of discourse-organising metadiscourse in EMI lecturing than in L1 lecturing (Dafouz & Nuñez, 2010; Molino, 2018; Zare & Tavaloki, 2016). This study draws from previous research (Authors, forthcoming) that delved into the use of metadiscourse when the same lecturer from a Spanish university shifted his language of instruction from L1 (Catalan) to English. Differences in the quantity and quality of metadiscourse used by the same lecturer explaining the same content were attributed to the complexity of the lecture content to be taught as well as language of instruction. Given that the lecturer under study made remarkable use of rhetorical questions to structure his monologic discourse, we seek to explore the multi-faceted nature of questions (Crawford-Camicciottoli, 2004; Dafouz & Sanchez-Garcia, 2013; Rigol & Sancho-Guinda, 2015) with the aim of identifying their metadiscursive function (Hyland, 2005) across two languages of instruction as well as across two lectures which differed in complexity. Our findings show that: i) apart from structuring discourse, the lecturer's use of questions also renders his teaching style more dialogic student-oriented (Bamford & Bondi, 2005; Camicciottoli, 2004); and ii) the lecturer used many more rhetorical questions in his L1 and in the less complex lecture. We argue that having to lecture in a second language or the need to express greater conceptual complexity poses a heavier cognitive burden on the lecturer, who compensates by reducing his otherwise copious use of metadiscursive questions in order to place more time and effort on the actual propositional content.

DAY 2- SESSION 2- ROOM B-5

METADISCURSIVE ETHOS IN ENGINEERING STUDENTS' PROCEDURAL DESCRIPTIONS

CARMEN SANCHO GUINDA

(UNIVERSITAT POLITÈCNICA DE MADRID, SPAIN)

In this presentation, I explore the positioning strategies adopted through metadiscourse by my students at the Universidad Politécnica de Madrid when describing technical standard procedures in academic English. My starting points have been the abundant literature on the negotiation of identities through writing (e.g. Ivanič, 1998; Sologuren & Castillo-Fadic, 2019; Sancho Guinda, 2019), the Hylandian model of metadiscourse (Hyland, 2005), and the recent and scarce insights into the writing of procedural texts (Lim, 2017). The subjects under study are in their last year of the Aerospace Engineering degree and the textual genre chosen, traditionally concise, impersonal, chronologically structured and containing a very limited range of verbal tenses, poses quite a challenge as to the identification and production of any authorial imprint. Due to these particular features, the procedural description genre restricts many of the resources usable in other written academic genres less constrained by stylistic conventions (e.g. essays, oral presentation slides, exam questions and even technical reports). Findings from a corpus of over 500 samples reveal a tendency to use metadiscourse items to build up an 'ethos' showing credibility and expertise.

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DAY 2
28 MAY 2021
Session 4
15:00-15:30

Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts

Chair: Begoña Bellés-Fortuño

DAY 2- SESSION 3

CONNECTING WITH HEARERS: ENGAGEMENT IN 3-MINUTE THESES

KEN HYLAND

(UNIVERSITY OF EAST ANGLIA, UK)

Academic communication crucially involves readers, or hearers, buying into an argument. The audience has to be hooked, involved and led to a desired conclusion, and this is no more urgent than in a Three Minute Thesis presentation (3MT). In this competitive environment, doctoral students present their research using only one static slide in just 180 seconds. Speakers are advised to tell a 'story' but they must still draw on familiar ways of ensuring their hearers can make connections in their presentation and be willing to accept their argument. In this paper I apply Hyland's (2005) engagement framework to a corpus of 120 3MT presentations to explore how academics establish interpersonal rapport with non-specialist audiences. Engagement is shown to be a useful analytical tool in this context and displays disciplinary differences. The study confirms the role of this key metadiscourse feature in a previously unexplored monologic speech context.

DAY 2

28 MAY 2021

Parallel Session 4

15:40-16:50

ROOM A

Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts

Chair: Ana Albalat-Mascarell

DAY 2- SESSION 4- ROOM A-1

METADISOURSE MARKERS AND FUNCTIONAL CATEGORIES IN INFORMATIONAL-PERSUASIVE DISCOURSE: AN ENGLISH- SPANISH CASE STUDY

MARLÉN IZQUIERDO AND MARÍA PÉREZ BLANCO

**(UNIVERSIDAD DEL PAÍS VASCO / UNIVERSIDAD DE LEÓN,
SPAIN)**

Research on the use of metadiscourse in both spoken and written texts has focused widely on academic discourse (Hyland, 2017), paying much less attention to non-academic uses of language, of which there have been, comparatively, fewer studies (for example, Dafouz-Milne, 2008; Fuertes-Olivera, Velasco-Sacristán, Arribas-Baño, & Samaniego-Fernández 2001; Gonzalez, 2005). In addition, the contribution of metadiscourse to persuasion has been central to much of the existing investigations. This study examines the role of metadiscourse in a non-academic genre whose communicative purpose is not only persuasive but also informational (Biber and Zhang, 2018) as is the case with promotional sub-genres that describe a food with the intent to sell it (Authors, 2020). We aim to observe whether the occurrences of metadiscourse, which is contextual and functional, differ with regard to each of these functions. To this end we carried out a corpus-based analysis of metadiscourse per functional move. Furthermore, given that “metadiscourse choices express underlying cultural differences” (Hyland, 2017: 25), we deemed it relevant to do a contrastive analysis. Accordingly, data was taken from an English-Spanish comparable corpus of herbal tea promotional texts tagged at the rhetorical level. The analysis was undertaken from a broad approach (Ädel & Mauranen, 2010), analysing full texts manually in search of occurrences of metadiscourse at the interpersonal and textual level. In turn, data was sorted following a three-tier classification, namely, level-category-resource per move. The findings suggest that metadiscourse occurrences particularly abound in two moves, there being cross-linguistic differences in the moves and markers per functional category involved. Secondly, although most metadiscourse markers carry a persuasive function, some others may be considered informational in nature. Another general conclusion is that participant-related markers operating at the interpersonal level stand out, contributing thus to the orality of the genre.

DAY 2- SESSION 4- ROOM A-2

AN INTERCULTURAL ACCOUNT OF AUTHORIAL VOICE EXPRESSION IN ENGLISH L1 AND EAL RESEARCH ARTICLES INTRODUCTIONS AND DISCUSSION SECTIONS

EMNA FENDRI

(FACULTÉ DES LETTRES ET DES SCIENCES HUMAINES DE SFAX, TUNISIA)

Authorial voice expression is seen as a criterion of successful academic writing as it brings to the foreground the researcher's contribution. It gives an interpersonal dimension to academic writing that differs across cultures. With the increasing use of English as an international language in academic research and the culturally heterogeneous nature of discourse communities, it is important to compare and contrast authorial voice expression cross-culturally.

The present study investigates authorial presence in the academic writings of Tunisian EAL (English as an Additional Language) and American researchers. The introduction and discussion sections of 20 research articles written in the same discipline are examined for interactional metadiscourse markers (Hyland, 2019) using an automated processing tool (Authorial Voice Analyzer). Interviews with readers from the two respective groups trained in voice rating are also conducted to understand the relationship between interactional markers use, authorial voice expression, and the reader's perception of the writer's persona across the sections.

The results reveal that contrary to engagement, stance expression significantly differs across the groups. Hedges, attitude markers, and self-mentions are statistically more frequently used in L1 writers' research articles. They are also more frequent in the discussion sections in comparison to the introductions. The interviews show that there is a correlation between authorial voice expression and voice strength perception. The findings offer insights into the way authorial voice is constructed cross-culturally. The study has pedagogical implications as to the teaching of voice expression in writing research articles in an EAL context.

DAY 2- SESSION 4- ROOM A-3

ANALYSIS OF INTERACTIONAL METADISOURSE MARKERS IN OPINION PARAGRAPHS WRITTEN BY A2 LEVEL LEARNERS OF ENGLISH

ARZU EKOÇ

(YILDIZ TECHNICAL UNIVERSITY, TURKEY)

This study aims at examining the frequency of interactional metadiscourse markers in opinion paragraphs written by A2 level English learners. As Hyland (2017) underlines, “metadiscourse -- the ways in which writers and speakers interact through their use of language with readers and listeners -- is a widely used term in current discourse analysis, pragmatics and language teaching”. Despite its popularity, elementary level language learners’ writings have not been under much scrutiny. Metadiscourse has been considered as related to advanced level learners of English or researchers’ communicative behavior. This study acknowledges that learners of English can make use of interactional metadiscourse markers (hedges, boosters, attitude markers, self-mentions, engagement markers) at low level of English proficiency. In line with this thought, 20 A2 level university one-year English preparatory school students’ opinion paragraphs (writings of 10 students who attended online writing classes regularly and 10 students who were absent in online writing classes) were analyzed during emergency remote teaching in the midst of the pandemic. Hyland’s (2005) model of metadiscourse in academic texts was used in the analysis of interactional metadiscourse markers. During the pandemic, the students were given the right to submit their in-class writings and assignments even if they did not attend online classes. It was seen that most of the learners who had attended online classes tried to employ metadiscourse markers which they had been taught in their writing lessons. Therefore, teachers’ attitude, materials used in writing lessons and sample paragraphs are highly significant to give students an idea how to communicate with readers. On the other hand, students who were absent tend not to use metadiscourse markers as much as the ones who attended classes regularly. This kind of metadiscourse analysis may help teachers and material developers to have better understanding for the selection of materials for writing instruction.

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DAY 2- SESSION 4- ROOM A-4

THE INVESTIGATION OF THE AWARENESS LEVELS AND CONTEXTUAL USAGE PATTERNS OF “HEDGES” AND “BOOSTERS” IN NATIVE AND NON-NATIVE CORPORA BY TERTIARY LEVEL EFL LEARNERS

ALI ŞÜKRÜ ÖZBAY

(KARADENİZ TECHNICAL UNIVERSITY, TURKEY)

The concept of metadiscourse is largely known for its potential to represent the writer's ability to become visible in texts, contributing to the value of text in several ways. This awareness towards text as a discursive practice requires various other dimensions such as visibility of the writer, sociality of text and persuasive capacity which are considered essential especially in expository and academic argumentative writing (Hyland, 2004). Considering that argumentative writing constitutes a challenge for EFL writers in terms of visibility and persuasive capacity, our study focuses on the use of interactional metadiscourse markers (IMDMs) in LOCNESS and two other learner corpora TICLE and KTUCLE, which are the collections of expository and academic argumentative essays by tertiary level EFL learners. The study, therefore, aims to report the IMDMs of hedges and boosters in three corpora as well as investigate the contextual usage patterns of the targeted markers to gain insight into the learners' awareness of MDM use. Total word number of the two non-native corpora is slightly more than three million words. The data will be analysed both qualitatively and quantitatively. The quantitative data will be analysed through percentages, mean frequencies per 10,000 words, and log-likelihood scores. The qualitative data includes a focus group interview to determine the degree of awareness of their use of MDMs in their writing. Identification of the targeted markers will be done through a concordance program named Sketch Engine and the obtained data will be grouped and classified based on Hyland's (2005) taxonomy of MDMs. We argue that such an analysis may shed light on the ways EFL learners use MDMs and whether they have informed awareness towards using these markers. Finally, it is possible that the results of the analysis will be used in teaching expository and academic writing and help researchers gain insight into the nature of EFL writing.

DAY 2

28 MAY 2021

Parallel Session 4

15:40-16:50

ROOM B

**Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts**

Chair: Man Zhang

DAY 2- SESSION 4- ROOM B-1

DISCOURSAL REALISATION OF IDENTITY IN TOP-TIER MANAGEMENT JOURNALS: WRITER-TEXT-READER INTERACTION

IGA LEHMAN

(UNIVERSITY OF SOCIAL SCIENCES, POLAND)

My purpose in this paper is to propose a novel research approach and an analytical framework to investigate the nature of authorial identity in scholarly writing, with a specific focus on how knowledge and beliefs are communicated to readers in the field of management in order not to “build barricades to keep readers out (...) [but] open doors to invite them in” (Tourish, 2020, p. 105). The reader-oriented view of text production emphasizes the impact of the social context on authorial self-representation and the potential pressure this places on writers to align themselves with the written norms sanctioned in their disciplinary communities. Therefore, in order to persuade readers of the propositional content of the text, writers need to establish a professionally acceptable persona and find a convincing authorial voice.

This approach assumes authorial voice to be constituted through the dialectic relationship between writer and the social context, referred to by Bakhtin as dialogism. The theoretical perspectives, including those aspects of positioning theory which focus on three types of identity positioning in discourse as outlined by Bamberg (2010) and Hyland’s (2008) interactive model of voice, were linked to Lehman’s multi-aspectual model of writer identity. In doing so, I place a new lens on academic writing, suggesting more analytical scrutiny of the rhetorical conventions for the written communication climate in management and providing the community with specific tools to change this climate. In this way, I also support the recent efforts in Critical Management Studies (CMS) to ‘write differently’ in order to address the aesthetic, moral, and political concerns of writing in the field.

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DAY 2- SESSION 4- ROOM B-2

AUTHORITY OR READER CONSIDERATION: REPORT ON THE QUANTITATIVE STUDY INTO RHETORICAL STRATEGIES EMPLOYED IN ELITE MANAGEMENT JOURNALS

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Our aim is to report on the results of the quantitative study on rhetorical strategies which writers adopt with respect to their readers in elite management journals, employing corpus-based research methods. Specifically, we take Hyland's (2005) conceptualization of metadiscourse as a point of departure that focuses on interpersonal aspects of the text.

To find which type of rhetorical strategies were prevailing, we analyzed 103 articles published in 9 top-tier management journals for the presence of metadiscourse features that mark both reader-consideration and writer authoritativeness as well the frequency distribution of these metadiscourse markers. In our analysis, we employed an analytic voice rubric specifically designed for the study which combines Hyland's (2008) interactional model of voice based on the ideas of stance and engagement with Lehman's (2018, 2020) conceptualization of writer identity encoded in three types of voice.

We found that the top Scopus-rated management journals do not represent inclusive writing since the writers predominantly employed authoritative and monologic voice. By presenting themselves as self-assured and confident commentators on the propositional content of the text, the writers limited the possibility of triggering the reader's agreement on the presented claims.

The current study offers a novel and verifiable framework to investigate the textual realization of writer identity in a wide variety of social, cultural, institutional, and organizational contexts, with the intention to offer practical advice for academics hoping to publish in high-ranking, international management journals. It also provides several options for future research, including the analysis of the contextual circumstances under which one voice type assumes dominance in authorial self-representation.

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DAY 2- SESSION 4- ROOM B-3

AUTHORIAL STANCE IN L2 LEARNERS' ARGUMENTATIVE ESSAYS: A CORPUS-BASED STUDY ON MODAL VERBS

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Argumentative writing requires the writer to map authorial stance onto a given topic and engage their readers in a communicative exchange using various metadiscourse markers (Candarli et al., 2015). Of these metadiscourse markers, modal verbs have paramount importance both to express a range of textual and pragmatic functions (Hatipoğlu & Algi, 2018; Hinkel, 2009; Hyland, 2005) and to convey an appropriate level of commitment to the negotiation of ideas/views (McEnery & Kifle, 2001). However, since L2 learners experience serious challenges to meet the conventions of argumentative writing and construct a persuasive stance using modal verbs, this corpus-based study aimed to examine how L2 writers construct their stance through modal verbs in their argumentative essays. Based on a learner corpus of 120 essays (73,486 tokens) by first-year undergraduate ELT students (N=60), the study investigated the overall frequency of the modal verbs, identified the modal verbs denoting authorial stance, and examined lexical associations and contextual functions. Employing Palmer's (1990) analytical framework of modal verbs, AntConc 3.5.9 (Anthony, 2020) was used to examine modal verbs at word and clause level, with manual analysis of tokens. The results demonstrated that "may, might" and "can, could" mark epistemic possibility to refer to reasonable conclusions, -the former denoting opposing arguments to the author's proposition and the latter presenting syntheses of the views/notions proposed as supporting ideas. Will and would denote epistemic meaning and convey predictability judgments and reasonable conclusions about the author's propositions. The results also showed that should denotes dynamic necessity and commonly expresses a commitment to the proposition. Must marks deontic necessity when the author lays an obligation and presents a strong directive based on the ideas/notions suggested as supporting ideas in the text. Given these findings, recommendations to improve pedagogical practices used to teach these to students are provided.

DAY 2- SESSION 4- ROOM B-4

DISTRIBUTION PATTERNS OF BOOSTERS AND HEDGES IN ENGLISH AND RUSSIAN SPOKEN SCIENTIFIC DISCOURSE

MARINA SOLNYSHKINA AND GALIYA GATIYATULLINA

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We report on the work in progress aimed to define incidence and distribution patterns of boosters and hedges used in scientific conference presentations on medical biotechnology. We employ our corpus consisting of approximately 10 hours of recorded English and Russian presentations delivered in London, UK; Silver Spring, USA; Kazan and Moscow, Russia, along with corresponding TEI-based transcripts. Presentations date from 2015 to 2016 and were posted on NIH (genome.gov), Cell and Gene Therapy Conference, UniverTV, FutureBiotech, and RusOncoWeb video channels. The mean presentation length is 30 minutes, with reports ranging from 25 to 39 minutes. The corpus features discourse of 18 English and Russian researchers with at least 15 years of work in Oncology or Cardiology. The overall word count of the corpus amounts to 45018 words. Both English and Russian scientific discourses offer a formulaic way of introducing research and they are generally hedged. Though the texts studied are mostly fact-oriented and impersonal, in introduction parts of presentations in both languages researchers prefer using pronoun I significantly more often than pronoun we, while in experimental parts the frequency of pronoun we is three times higher than that of pronoun I. Lexical analysis of the transcripts confirmed the hypothesis of numerous differences in distribution patterns of metadiscourse markers of English and Russian researchers. The difference lies in the tendency of Russian scholars to argue more explicitly, while this is less the case in the English spoken scientific domain. A detailed examination of frequency rates and range of hedges point to the fact that Russian researchers employ a limited range of hedges with the frequency two times lower than that in English. The most hedged parts in English presentations are literature reviews and experiment descriptions, while in Russian introductions hedges exceed in number all other parts. The underlying reasons may be found in cultural and linguistic differences between academic communities and presenters' choice of discourse markers. The revealed distribution patterns of metadiscourse markers in spoken scientific discourse can be used in natural language processing as well as in descriptive and comparative studies.

DAY 2

28 MAY 2021

Parallel Session 5

16:50-17:35

ROOM A

**Intra/Inter/Cross-Cultural Metadiscourse in (digital)
academic texts**

Chair: Erdem Akbas

DAY 2- SESSION 5- ROOM A-1

METADISOURSE IN OMANI ELT UNDERGRADUATE STUDENTS' ACADEMIC WRITING: A QUALITATIVE STUDY

AHMED AL AJMI

(UNIVERSITY OF HUDDERSFIELD, UNITED KINGDOM)

Writing is viewed as a social act which involves interactions between the writer and the reader. Every written text often consists of two main parts: propositional content which deals with information about the external reality and metadiscourse which helps in organising the text, revealing the writer's attitude towards the text and engaging the readers in the written product. In order for students to produce coherent academic texts, they need to employ sufficient metadiscourse markers. It is therefore of utmost importance to closely investigate the use of metadiscourse features in ELT undergraduate students' academic writing, pinpoint the challenges they have and propose research-informed solutions to such challenges. This presentation reports on a qualitative study which seeks to answer the following research questions: (1) How are metadiscourse markers used by Omani students in their academic writing in an ELT undergraduate programme? (2) What are the factors that affect those Omani ELT undergraduate students' use of metadiscourse markers in their academic writing? (3) How can teachers help their students use metadiscourse markers effectively in their academic writing? To answer these research questions, 15 research papers written by Omani ELT undergraduate students were analysed using Hyland's (2005) taxonomy of metadiscourse. The writers of these papers were interviewed, and seven of their academic writing teachers were interviewed as well. The findings of the study will be discussed with the audience of the presentation. They will be given chance to share their views and experiences about the topic. There will be time allocated for suggestions and questions about the presented topic.

DAY 2- SESSION 5- ROOM A-1

METADISCURSIVE CONSTRUCTIONS IN LINGUISTICS ESSAYS BY L1 ITALIAN VS. L1 ENGLISH UNIVERSITY STUDENTS

DONATELLA MALAVASI

(UNIVERSITY OF MODENA AND REGGIO EMILIA, ITALY)

In the field of academic discourse analysis considerable attention has been paid to the study of metadiscourse and its dimensions (Hyland & Tse 2004; Hyland 2005; Ädel 2006; Ädel & Mauranen 2010). This has been accompanied by a burgeoning interest in the analysis of recurrent sequences of words, variously called phraseology, lexical bundles or formulaic language (Biber et al. 2004; Cortes 2004; Biber & Barbieri 2007; Hyland 2008; Simpson-Vlach & Ellis 2010). In particular, from a Second Language Acquisition perspective, multi-word units have started to be explored in academic writing by native and non-native speakers of English (Chen & Baker 2010; Ädel & Erman 2012). Thus, in an attempt to combine these strands of research, the present study sets out to investigate the metadiscursive constructions most frequently used in academic writing by students of language and linguistics who are non-native speakers (L1 Italian) and native speakers of English. The non-native material consists of theoretical and empirical essays in English Linguistics written by third-year students majoring in Foreign Languages at an Italian University. With regard to the native-speaker material for comparison, part of the British Academic Written English (BAWE) corpus was utilized, and essays written by L1 English students of linguistics were selected. With the support of corpus linguistic tools, recurrent metadiscursive bundles will be identified in the two databases and examined both quantitatively and qualitatively. Finally, a comparative analysis will shed some light on aspects of convergence and divergence between L1 Italian and L1 English student essays in the use of metadiscursive constructions.

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DAY 2- SESSION 5- ROOM A-3

A CONTRASTIVE ANALYSIS OF METADISOURSE BY NATIVE LECTURERS AND EFL LECTURERS IN CHINESE UNIVERSITY MOOC

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Due to the rampant spread of COVID-19 around the world, online education is destined to be a field with rapid development in the near future. MOOCs, as a kind of currently popular online learning resource, has been playing a quite vital role in present circumstance. Chinese government has therefore attached more importance to the construction of MOOCs, especially in higher education. In order to provide some useful views on this issue, this study investigates lecturers' metadiscourse in Chinese university MOOCs to sketch its distinctive pattern across first language background including Chinese EFL lecturers and English native lecturers. Based on a self-built corpus, this research adopted interpersonal model as theoretical foundation and analyzed the frequency and functions of metadiscourse by AntConc 3.5.7 and IBM SPSS 23.

Findings suggest that specific educational context in MOOCs leads to low frequency of metadiscourse and its use is mainly aimed at the enhancement of intelligibility, reliability, and interactivity. Besides, English native lecturers tend to use more metadiscourse than Chinese EFL lecturers to construct affiliation between lecturers and learners in MOOCs, especially in the usage of transition markers, frame makers, self-mentions, and engagement markers. Comparatively, Chinese EFL lecturers pay more attention to seeking for reliability between learners and content through the usage of evidence. Lastly, the paper concludes with implications for EFL lecturers' metadiscourse in Chinese university MOOCs.

DAY 2

28 MAY 2021

Parallel Session 5

16:50-17:20

ROOM B

Intra/Inter/Cross-Cultural Metadiscourse in (digital)
non-academic texts

Chair: Pilar Mur Dueñas

DAY 2- SESSION 5- ROOM B-1

SPEAKING IN EXTREMES: THE USE OF BOOSTERS IN TRUMP'S ELECTION CAMPAIGN DISCOURSE

ANA ALBALAT MASCARELL

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Donald Trump's political communication style is often described as repetitive, self-centered and bombastic. Yet to what extent is Trump's grandiose way of expressing himself a reflection of his egotistic self? Is Trump's tendency towards speaking in extremes as unorthodox as it seems or rather a tactic he strategically adapts to the changing demands of the political arena? Taking Hyland (2005)'s model of interpersonal metadiscourse as the analytical framework, this paper addresses these questions by analyzing the quantitative and qualitative use of boosting devices by Trump in different political election campaign genres. To analyze the adoption of boosters by Trump in different domains, a corpus consisting of the transcripts of Trump's speeches and debates held before the 2020 US presidential election was compiled. All instances of adverbs, verbs, adjectives and nouns used to emphasize meanings were searched for across the selected corpus using the concordance software METOOL, which is a specific tool designed to detect, tag and analyze metadiscoursal strategies. The qualitative analysis of the linguistic devices identified as boosting strategies in the corpus was performed using METOOL as well. Taken together, the results show that Trump uses boosting devices to instill confidence and also to project an Ethos of authority differently depending whether he is talking to a gathered audience at a campaign rally or to the wider public in a broadcast debate. Trump's distinctive language can thus be defined as highly strategic, tailored to specific ends across different contexts, and not as coincidental –and opposed to the rules of political competition– as it may appear.

DAY 2- SESSION 5- ROOM B-2

A TEXTUAL ANALYSIS OF TURKISH ADVICE LETTERS IN THE CONSTRUCTION OF A PERSUASIVE AGONY AUNT

SUHAN OKTAY

(HACETTEPE UNIVERSITY, TURKEY)

Advice letters written by the agony aunt for people seeking help concerning the problems they experience is very common in societies. However, the task of the agony aunt is not that much simple considering the complex nature of advice (Hyland, 2012). On one side while you are offering your advice for the benefit of the other person, on the other it may mean that you are giving importance to your own opinion more than anything else. For example, sometimes advice may not even end in one sentence like other speech acts, e.g., requesting, apologies and thanking (Trosborg, 1995). In addition, it may display cultural differences as well. In some cultures, e.g., Japan, Korea, China, Indonesia, Turkey and Arabic countries, advice is rapport-building and indicates interest (Hinkel, 1994;1997), while in others (e.g., English) it is given delicately paying attention to face concerns (Locher, 2013). Considered as a persuasive text which is based on opinion, the textual features of such a text carries importance to uncover the essentials of a persuasive and opinion-based text.

Following the work of Dafouz-Milne (2008), Crismore et al. (1993) and Hyland (2005), the current study attempts to examine the textual features of advice letters. Though, the textual metadiscursive features have been examined in academic language, they have not been studied in a non-academic area such as advice letters in Turkish.

The results of the study indicate how textual metadiscursive items operate and fulfill pragmatic functions in Turkish advice texts. Such studies can open up a new path for studying the textual features of texts a part from academic discourse.

DAY 2- SESSION 5- ROOM B-3

METADISCOURSE IN MULTILINGUAL SECONDARY SCHOOL LEARNERS' PERSUASIVE WRITING

SOFÍA MARTÍN-LAGUNA

(UNIVERSITAT JAUME I, SPAIN)

Metadiscourse is essential for discourse comprehension and for developing an adequate relationship between the discourse participants. For this reason, it becomes relevant to conduct research on how learners develop knowledge about metadiscourse. In doing so, research needs to take into account that different learning contexts provide learners with a diversity of opportunities for learning metadiscourse. This is the case of the multilingual classroom. In this regard, research to date has shown that being multilingual provides a valuable asset for learning metadiscourse, but more in-depth studies in the particularities of this process are needed. The present study was conducted in multilingual classrooms of the Valencian Community in Spain, where the coexistence of Spanish and Catalan as co-official languages and English as a foreign language, which is learnt as a third language (L3), shapes a unique multilingual setting. A multilingual turn perspective is adopted, taking into account production of metadiscourse markers in these three languages in the same learners. In particular, the study examines to what extent multilingual learners' use of two interpersonal metadiscourse markers, i.e., hedges (e.g., I believe) and attitude markers (e.g., fortunately), is related across languages over time. Participants were 313 Spanish-Catalan bilingual high school learners of L3 English. They wrote three opinion essays over one academic year in the three languages of instruction: Spanish, Catalan, and English. Quantitative results revealed a trend towards stronger correlations over time in both metadiscourse markers analyzed. At Time 3, correlations were statistically significant for all language pairs in hedges and for two language pairs in attitude markers (Spanish and Catalan, Spanish and English). Qualitative analyses of the learners' essays lend support to these results and show transfer at the phrase and discourse-level.