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 filed 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 facet-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 METADISCOURSE ACROSS GENRES CONFERENCE

# MAG 2021

METADISCOURSE IN INTRA/INTER/CROSS-CULTURAL COMMUNICATION

Metadiscourse Across Genres
Mapping out interactions in spoken and written discourses

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

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

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

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

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

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# 3RD METADISCOURSE ACROSS GENRES CONFERENCE

# MAG 2021

METADISCOURSE IN INTRA/INTER/CROSS-CULTURAL COMMUNICATION

Metadiscourse Across Genres
Mapping out interactions in spoken and written discourses

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

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| | *Longitudinal Corpus Investigation of the Interactional Metadiscourse Markers as Indicators of Effective Writing for L2 Undergraduates: Preliminary Findings* | |
| 11:15 – 11:30 | Mehasin Tekin<br>(Abdullah Gül University, Turkey)<br>*A corpus analysis of self-mention markers in Turkish EFL Master thesis abstracts in Engineering disciplines* | Victor Ho<br>(The Hong Kong Polytechnic University, Hong Kong)<br>*The role of metadiscourse in rapport management* |
| 11:30 – 11:45 | Sharif Alghazo, Mohd Nour Al Salem, Essa Salem and Imran Alrashdan<br>(University of Jordan, Jordan)<br>*Stance and Engagement in English and Arabic Research Article Abstracts* | Sabiha Choura<br>(Faculty of Letters and Humanities of Sfax, Tunisia)<br>*A metadiscoursal approach to academic writers' construal of identities across brief reports and case reports in medical science* |
| 11:45 – 12:00 | Ana-Isabel Martínez-Hernández<br>(Universitat Jaume I, Spain)<br>*Task completion analysis in EFL students' written reports: A corpus-based analysis* | **Tools for analysing metadiscourse**<br>Antonio Reyes<br>(Washington and Lee University, USA)<br>*Metadiscourse in digital spaces: Renegotiating le bon usage of the Royal Spanish Academy (RAE)* |
| 12:00 – 12:15 | Break | |
| | **Parallel sessions** | |
| **12:15 – 13:30** | **Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts**<br>**Chair: Çiler Hatipoğlu** | **Intra/Inter/Cross-Cultural Metadiscourse in (digital) academic texts**<br>**Chair: Victor Ho** |
| 12:15 – 12:30 | Serap Atasever Belli<br>(Erzurum Technical University, Turkey)<br>*How Do EFL Learners Qualify Their Epistemological Stance Through Markers of Evidentiality?* | Derya Yildiz<br>(Abdullah Gul University , Turkey)<br>*Introductory it Patterns and Authorial Presence in Post-graduate L2 Medical English* |
| 12:30 – 12:44 | Selahattin Yılmaz | Mustafa Özer |

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| | (Yildiz Technical University, Turkey)<br>*Constructional Universals vs. Variation: Two Perspectives on Written Academic English as a Lingua Franca (ELF)* | (Abdullah Gul University , Turkey)<br>*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<br>(Universitat Jaume I, Spain)<br>*Organizational metadiscourse: a contrastive multimodal analysis of structuring segments in English and in Spanish* | Ayça Solsun<br>(Erciyes University, Turkey)<br>*Establishing authorial presence via exclusive-we: A functional approach towards self-mentions in Engineering Research Articles* |
| 13:00 – 13:15 | Asiye Dogan Uçar<br>(Erciyes University, Turkey)<br>*A Corpus-Driven Cross-Disciplinary Study of Inclusive and Exclusive We in Research Article Abstracts* | Sarah Khan and Marta Aguilar<br>(Universitat de Vic-Universitat central de Catalunya / Universitat Politècnica de Catalunya, Spain)<br>*So what do we have here? An engineering lecturer's metadiscursive use of questions in L1 and English* |
| 13:15 – 13:30 | Nilgün Karsan<br>(Erciyes University, Turkey)<br>*Exploring Anticipatory it Lexical Bundles in Engineering* | Carmen Sancho Guinda<br>(Universitat Politècnica de Madrid, Spain)<br>*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**<br>**Chair: Begoña Bellés-Fortuño** | |
| | Ken Hyland<br>(University of East Anglia, UK)<br>*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 |
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| 15:40 – 15:55 | Marlén Izquierdo and María Pérez Blanco<br>(Universidad del País Vasco / Universidad de León, Spain)<br>*Metadiscourse markers and functional categories in informational-persuasive discourse: an English-Spanish case study* | Iga Lehman<br>(University of Social Sciences, Poland)<br>*Discoursal realisation of identity in top-tier management journals: Writer-text-reader interaction* |
| 15:55 – 16:10 | Emna Fendri<br>(Faculté des lettres et des sciences humaines de Sfax, Tunisia)<br>*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<br>(University of Social Sciences, Poland)<br>*Authority or reader consideration: report on the quantitative study into rhetorical strategies employed in elite management journals* |
| 16:10 – 16:25 | Arzu Ekoç<br>(Yildiz Technical University, Turkey)<br>*Analysis of interactional metadiscourse markers in opinion paragraphs written by A2 level learners of English* | Sibel Söğüt and Adnan Yılmaz<br>(Sinop University, Turkey)<br>*Authorial Stance in L2 Learners' Argumentative Essays: A Corpus-based Study on Modal Verbs* |
| 16:25 – 16:40 | Ali Şükrü Özbay<br>(Karadeniz Technical University, Turkey)<br>*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<br>(Kazan Federal University, Russia)<br>*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**<br>**Chair: Erdem Akbas** | **Intra/Inter/Cross-Cultural Metadiscourse in (digital) non-academic texts**<br>**Chair: Pilar Mur Dueñas** |
| 16:50 – 17:05 | Ahmed Al Ajmi<br>(University of Huddersfield, United Kingdom)<br>*Metadiscourse in Omani ELT Undergraduate Students' Academic Writing: A Qualitative Study* | Ana Albalat Mascarell<br>(Universitat Politècnica de València, Spain)<br>*Speaking in extremes: the use of boosters in Trump's election campaign discourse* |
| 17:05 – 17:20 | Donatella Malavasi<br>(University of Modena and Reggio Emilia, Italy)<br>*Metadiscursive constructions in Linguistics Essays by L1 Italian vs. L1 English university students* | Suhan Oktay<br>(Hacettepe University, Turkey)<br>*A Textual Analysis of Turkish Advice Letters in the Construction of a Persuasive Agony Aunt* |

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| 17:20 – 17:35 | Dongyun Zhang and Diyun Sheng<br>(Shanghai Jincai North Secondary School / Foreign Languages College, Shanghai Normal University, China)<br>*A contrastive analysis of metadiscourse by native lecturers and EFL lecturers in Chinese university MOOCs (video presentation)* | Sofía Martín-Laguna<br>(Universitat Jaume I, Spain)<br>*Metadiscourse in multilingual secondary school learners' persuasive writing (video presentation)* |
| 17:40 – 17:55 | **Closing ceremony** | |

# PLEANERY SPEAKERS

Metadiscourse Across Genres
Mapping out interactions in spoken and written discourses

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 METADISCOURSE

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 Besselar, 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’: METADISCOURSE 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 is 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

# METADISCOURSE 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