In the Name of God

The Most Compassionate,

The Most Merciful

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The Use of Interactional Metadiscourse in "Author Guideline":

the case of social sciences and humanities journals

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DECLARATION

I hereby declare that the present thesis is a presentation of my original research work. I also declare that I have fully cited and referenced all material and results that are not original to this work.

Malihe Salami

October, 2014

To My Mother

With All My Affection

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ABSTRACT

Over the past decade, there has been an increasing interest in the study of interactional metadiscourse markers in different contexts. However, no study has been ever reported to examine the use of interactional metadiscourse in journal author guidelines. Therefore, this corpus-based study had three main aims: 1) to delve deep into the types, frequencies and functions of stance and engagement markers based on Fu's (2012) interactional metadiscourse taxonomy, 2) to compare the distribution of stance and engagement features in journal author guidelines and 3) to investigate whether there is a significant difference between macro/micro interactional metadiscourse markers in journal author guidelines. A corpus of 280 author guidelines produced by seven leading international academic publishers in eight academic sub-disciplines in the humanities and social sciences was compiled and analyzed. The results of the analysis showed that engagement features (reader-oriented) enjoyed higher frequency of use in journal author guidelines. Also, the difference between the frequency of stance and engagement features was statistically significant. Furthermore, differences reported between macro and micro interactional metadiscourse were statistically significant. The extensive use of macro interactional metadiscourse markers indicated a high degree of interactionality of journal author guidelines. The present study gives us considerable insight into the dialogic nature of a totally neglected academic genre.

Keywords: Interactional Metadiscourse, Stance, Engagement, Journal author guideline, Macro-interactional metadiscourse, Micro-interactional metadiscourse

TABLE OF CONTENTS

LIST OF TABLES IV
LIST OF FIGURES V
ABBREVIATIONS VI

CHAPTER ONE: INTRODUCTION 1

1.1. Overview 1
1.2. Background of the Study 1
1.3. Statement of the Problem 5
1.4. Objectives of the Study 6
1.5. Research Questions and Hypotheses 7
1.6. Significance of the Study 7
1.7. Definition of Key Terms 8

CHAPTER TWO: LITERATURE REVIEW 11

2.1. Overview 11
2.2. Metadiscourse 11
2.3. Different Levels of Meaning 12
2.4. Syntactic or Functional Category? 13
2.5. Taxonomy of Metadiscourse 15
2.6. Metadiscourse Awareness 19
2.7. The Role of Metadiscourse in Academic Genre 20
2.8. Interactional Metadiscourse 22
2.8.1. Stance Features 23
2.9. Stance and Engagement Features in Academic Genre 35
2.10. Macro-interactional and Micro-interactional Metadiscourse 36

CHAPTER THREE: METHOD 37

3.1. Overview 37
3.2. Corpus of the Study 37
3.3. Data Analysis 39

CHAPTER FOUR: RESULTS 46

4.1. Overview 46
4.2. Results of Distribution of Stance and Engagement Features in Different Sections of JAGs 46
4.3. Results of Distribution of Stance and Engagement Features in Different Disciplines 49
4.4. Results of Types and Frequencies of Stance and Engagement Features in JAGs 50
4.4.1. Analysis of Stance Features in JAGs 51
4.4.1.1. Distribution of Stance Features in JAGs 51
4.4.1.1.1. Results of Hedges in JAGs 52
4.4.1.1.1.1. Frequency of Subcategories of Hedges in JAGs 53
4.4.1.1.2. Results of Boosters in JAGs 56
4.4.1.1.2.1. Frequency of Subcategories of Boosters in JAGs 56
4.4.1.1.3. Results of Attitude Markers in JAGs 58
4.4.1.1.3.1. Frequency of Subcategories of Attitude Markers in JAGs 59
4.4.1.1.4. Results of Self-mentions in JAGs 61
4.4.1.1.4.1. Frequency of Subcategories of Self-mentions in JAGs 61
4.4.2. Analysis of Engagement Features in JAGs 64
4.4.2.1. Distribution of Engagement Features in JAGs 65
4.4.2.1.1. Results of Reader-inclusive Pronouns in JAGs 66
4.4.2.1.1.1. Frequency of Subcategories of Reader-inclusive Pronouns in JAGs 66
4.4.2.1.2. Results of Directives in JAGs 67
4.4.2.1.2.1. Frequency of Subcategories of Textual Directives in JAGs 68
4.4.2.1.2.2. Frequency of Subcategories of Cognitive Directives in JAGs 69

4.4.2.1.2.3. Frequency of Subcategories of Physical Directives in JAGs .. 69
4.4.2.1.3. Results of Questions in JAGs 72
4.5. Results of Stance and Engagement Comparison 74
4.6. Results of Macro-interactional and Micro-interactional MD Comparison 76
4.7. Summary of the Results 78

CHAPTER FIVE: DISCUSSION AND CONCLUSION 80

5.1. Overview 80
5.2. Summary of the Study 80
5.3. Discussion 81
5.4. Conclusion 85
5.5. Implications and Applications of the Study 86
5.6. Suggestions for Further Study 87

REFERENCES 89

APPENDICES 99
APPENDIX A: The frequency of hedges in JAGs 99
APPENDIX B: The frequency of boosters in JAGs 102
APPENDIX C: The frequency of attitude markers in JAGs 106
APPENDIX D: The frequency of directives in JAGs 109
APPENDIX E: An example of journal author guideline analysis 115

LIST OF TABLES

Table 2.1. Crismore et al.'s categorization of MD 16
Table 2.2. Hyland's categorization of MD 18
Table 3.1. Frequency of author guidelines in eight disciplines 38
Table 3.2. Results of Cohen's Kappa for measuring inter-rater agreement between two researchers 39
Table 4.1. Frequency of stance and engagement features in different sections of JAGs 47
Table 4.2. Distribution of stance and engagement features in eight sub-disciplines of the humanities and social sciences 49
Table 4.3. Frequency of stance and engagement features in JAGs 50
Table 4.4. Fequency of stance features in JAGs 51
Table 4.5. Frequency of various hedging subcategories in JAGs 53
Table 4.6. Frequency of various boosting subcategories in JAGs 56
Table 4.7. Frequency of attitude markers in JAGs 59
Table 4.8. Frequency of self-mentions in JAGs 62
Table 4.9. Frequency of engagement features in JAGs 65
Table 4.10. Frequency of reader-inclusive pronouns in JAGs 66
Table 4.11. Frequency of directives in JAGs 68
Table 4.12. Frequency of physical directives in JAGs 69
Table 4.13. Frequency and Chi-Square results of stance and engagement 74
Table 4.14. Frequency and Chi-Square results of stance features 75
Table 4.15. Frequency and Chi-Square results of engagement features 76
Table 4.16. Frequency of MAIMD and MIIMD markers in JAGs 77
Table 4.17. Results of Chi-Square for the difference between MAIMD and MIIMD 78

LIST OF FIGURES

Figure 2.1. Categories of directives..... 33
Figure 3.1. Model of interaction metadiscourse..... 41
Figure 4.1. The total distribution of stance features in different sections of JAGs..... 48
Figure 4.2. The total distribution of engagement features in different sections of JAGs 48
Figure 4.3. The total number of occurrences of stance markers 52
Figure 4.4. the number of occurrences of stance markers per 1,000 words 52
Figure 4.5. The total number of occurrences of engagement markers 65
Figure 4.6. The number of occurrences of engagement markers per 1,000 words..... 65
Figure 4.7. The total distribution of MAIMD and MIIMD markers in JAGs 77

ABBREVIATIONS

MD	Metadiscourse
IMD	Interactional metadiscourse
JAG	Journal author guideline
MAIMD	Macro-interactional metadiscourse
MIIMD	Micro-interactional metadiscourse
L2	Second language

CHAPTER ONE

INTRODUCTION

1.1 Overview

In this chapter, background to the study is discussed by focusing on the use of interactional metadiscourse in "journal author guideline" as a particular academic genre. Following this section, we will spark the discussion about the problem to outline the basic facts of the problem and explain why the problem matters. Then, the significance of the study is presented by focusing on how this study can help the editors of the journals express their ideas, position themselves appropriately and engage readers through addressing readers' expectations. Finally, research questions are stated and following them the definitions of key terms are given.

1.2 Background of the Study

According to Widdowson (1984), "academic genres, like other forms of writing, require writers to consider the expected audience and anticipate their background knowledge, processing problems, and reaction to the text" (p. 220). On the other hand, readers try "to predict lines of thought, interrogate author on their positions, and evaluate work for its usefulness and importance to their own research" (Hyland, 1994, p. 239).

Over the last decade it has been acknowledged that the skill of effective writing involves developing an awareness of the audience or what Kroll (1984, cited in Ansarin & Tarlani-Aliabdi, 2011, p. 154) calls 'imagining a second voice' and the

ability to exploit that awareness during writing a text (Grabe & Kaplan, 2000). In other words, writer-reader interaction is achieved given that the reader's interests, expectations, knowledge and anticipations are taken into account in a way a text is written. In terms of second voice analysis, according to Kroll, there are three perspectives on audience: 1) rhetorical perspective which considers the act of writing as 'persuasive in intent', 2) informational perspective which sees the act of writing as a 'process of conveying information' and 3) social perspective which views writing as an act of communication that involves the processes of inferring the thoughts and feelings of other persons included. What is entailed in this classification is the audience awareness of style and rhetoric.

The explication of such a reader-writer interaction in the process of academic writing is based on Haliday's (1978, 1985) classification of three macro-functions of language: ideational, interpersonal and textual. Interpersonal function is achieved through metadiscourse (MD) that builds a textual interaction between the reader and the writer.

As stated by Millan (2008), MD is a way of understanding how academic writers construct a discourse along with the anticipation of the readers' knowledge, interests and expectations, and project themselves into the text to manage interaction with the readers and influence their reactions. Therefore, the interaction between writer and reader is influenced not only by the writer's purpose or any particular genre but also by the writer's sense of his or her personal relationship with readers (Hyland, 2005a, 2005b). Regarding personal relationship with readers, Hyland (2005a) maintained that:

> "deciding whether to establish an equal or hierarchical affiliation, adopt an involved or remote stance, or choose a convivial or indifferent interpersonal tenor, we are at least partly constrained by the dominant ideologies of our

institutions. But these choices also depend to some extent on the number of intended readers and how far they are personally known to us" (p. 13).

According to Brown and Levinson (1987) writers consider three elements to evaluate their audience: 1) the social distance, 2) the power difference and 3) the scale of imposition being made on the reader. Therefore, writers are required to weigh up these variables to make a conscious decision about how far they can be direct, involved, informal, friendly or forceful. MD is the way the writers do this by drawing on interactive and interactional resources. Interactive dimension of MD has been left out of the focus of this study.

In recent years, there has been a burgeoning interest in the interactional aspect of academic writing. It emphasizes the role of writer in sustaining the level of personality in a text, expressing attitudes, evaluating the ideas and arguments, negotiating social relations with audience characterized by the degree of writer's solidarity with readers and the extent of reader engagement in the text.

Considering the interactional aspect of academic writing, writing is viewed as a communicative action which entails the reader-writer interaction by means of which writers are able to communicate effectively and readers are able to situate arguments.

It seems that interaction is critical in academic writing because it helps writers situate themselves in the text so as to construct their arguments and keep their readers engaged throughout the arguments. In this light, all effective writings require two features: clear stance and appropriate reader engagement. Stance and engagement are two key features of interactional metadiscourse (IMD).

Over the past decade, the use of IMD has been examined in a number of academic genres including research articles (Hyland, 2005b, 2008a, 2008b; McGrath & Kuteeva, 2012), project reports (Hyland, 2005c), research article abstracts (Gillaerts & Van de

Velde, 2010) and textbooks (Marković, 2013). However, "journal author guideline" (JAG) _ labeled as "about authors", "guide for authors" or "instructions for submission"_ has escaped the notice of genre academics.

JAG as a distinctive genre in academic discourse has clear generic structures. JAG typically appears on the journal's webpage. It normally consists of several sub-headed sections written in a direct, acceptable style for contributors. JAG is a document with the informational purposes to provide authors with relevant information about journal's policies on the procedures for preparing and submitting a manuscript successfully. In other words, JAG is basically informative since it addresses information about 1) fundamental formatting and style conventions (i.e. the organization of manuscript, typographic conventions, spacing and margins, spelling, quotations, footnotes, tables, figures, graphics, abbreviations 2) nuts and bolts of format and content of each section of paper (e.g. abstract, questions and hypotheses, methodology, result, discussion and conclusion).

All journals have a set of instructions for authors that explicitly explain how their manuscripts should be formatted for submission. Although each journal has its own way of giving the instructions that may differ in the wording format or the order in which information is presented, they work almost in the same way in which they cover the content. The main concern of journal editors is to present the content of JAG in an informative and comprehensible enough fashion to the potential authors with different degrees of expertise. Therefore, not only the content of JAG but the way in which it is presented to the readers would determine how to take action.

Miller (1984) has stated that genres emerge from the basic needs of recurrent rhetorical situations requiring an adequate response. JAG is such a response and by nature a social one. Form this point of view, JAG is defined as an interpersonal

relationship between journal editors and submitters. It represents the interpersonal dimension of JAG which is overtly marked. Therefore, one way by means of which journal editors would be able to express their journal's voice and encourage authors to follow directions carefully and make full use of their guideline is the use of IMD. However, it is not clear how journal editors use IMD devices in JAGs to express their stance and establish and maintain relationships with the readers.

1.3 Statement of the Problem

There are considerable occurrences of IMD in JAGs with which, on the one hand, a writer could establish a relationship of mutual understanding with readers, and on the other hand, readers are engaged in a text that provides comprehensible instructions for them on how to prepare their manuscripts for successful submission in a particular journal. While some journals are writer-oriented and highlight the role of editors in expressing their stance in the instructions given to the authors, other journals are basically reader-oriented and try to include essentially readers in the text.

The present study aims to investigate 280 author guidelines developed by the seven most leading international publishers in eight disciplines to determine which journals find themselves successful in communicating with authors and getting them completely involved in the instructions given in author guidelines: reader-oriented (engagement features) or writer-oriented (stance features) journals or those which keep in equal both features, and to pinpoint the reasons behind their success. However, to achieve goals, journal editors are required to pay equal attention to both their stance to convey explicitly their intentionality in the text and their readers' engagement to manipulate them throughout the text more easily.

According to what will be reviewed in the literature, no study has investigated the role of stance and engagement in JAGs. Therefore, the present study intends to shed light on the ways the journal editors interact with their contributors through IMD and help them improve their understanding of the genre.

Since the aim of the present study is to uncover the types, frequencies and functions of stance and engagement markers used in JAGs, these resources and their conceptualizations are limited based on Fu's (2012) model of IMD, who integrated Hyland's two models (2005a, 2005b) and proposed a taxonomy of IMD which includes two broad categories: stance features and engagement features. Stance features including hedges, boosters, attitude markers and self-mentions are related to constructing an image of the writer in the text whereas engagement features including reader-inclusive pronouns, directives and questions are used to involve the reader in the text.

Moreover, this study aims to make a distinction between micro-interactional (MIIMD) and macro-interactional metadiscourse (MAIMD). MIMD markers are identified by hedges and boosters and MAIMD markers refer to self-mentions and reader-inclusive pronouns based on Fu' (2012) classification of MIIMD and MAIMD.

1.4 Objectives of the Study

The overall aim of the study is to collect information on the use of IMD in JAGs. Within this broad theme, the research has a number of specific objectives. The primary objective of this study is to identify the types, frequencies and functions of stance and engagement markers in JAGs. The second objective is to compare the actual differences between stance and engagement features in relation to the variation in the