

元话语 (metadiscourse)

话语研究的常命题与新思路

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本科学习:

激发理论兴趣, 拓宽知识视野, 撞击科学思维,
丰富人文素养

硕士学习:

寻找学术资源, 发现理论困难, 坚持独立思考,
进行理论选题

博士学习:

抓住基础理论, 稳定研究方向, 作出科学论证,
创新课题研究



孙正聿

吉林大学社会科学资深教授

语言学专题: 学术话语研究

- (1) 元话语: 话语研究的常命题与新思路
- (2) 学术话语研究: 语科、路径与阐释
- (3) 学术话语研究的选题与写作

- 抓住基础理论
- 创新课题研究
- 作出科学论证

“顶天立地”:
理论“顶天”: 理论创新
实践“立地”: 教学实践

元话语 (metadiscourse)

话语研究的常命题与新思路

- 什么是元话语?
- 元话语的分析路径
- 元话语在话语研究中的应用
- 元话语的教学启示

01

什么是元话语？

the linguistic expressions by which writers and speakers build interaction and persuasion with readers and listeners.

元话语 (metadiscourse)

泛指关于话语的话语

“the linguistic expressions which refer to the evolving text and to the writer and imagined readers of that text” (Hyland, 2005, p.ix)

In comparing Text 1 and Text 2, the most striking difference is that the commercial text is very coherent, explicit and self-contained, whereas the authentic text is much more “messy”. In the remainder of this section of the paper, we will examine in more detail some of the features which set these two texts apart – why one seems so coherent and the other rather disjointed – and which demonstrate why the EAP course books are not able to prepare students adequately for authentic lecture listening. These features will be examined under four headings: features of spoken language, the interpersonal strategies, discourse structuring and integration of listening with other media.

Flowerdew, John (1997). The teaching of academic listening comprehension and the question of authenticity. *English for Specific Purposes*, 16(1), 27-46.

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the explicit ways that writers project themselves into their discourse to signal their attitude towards both the propositional content and the audience of the text (Thompson, 2001; Hyland & Jiang, 2018).

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Language serves in the expression of 'content', *transactional*, and in the expression of social relations and personal attitudes, *interactional* (Brown & Yule, 1983).

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Affect	<i>Emotional evaluation of things, processes or states of affairs</i>
Appreciation	<i>Aesthetic or value-laden evaluation of things, processes and states of affairs</i>
Judgement	<i>The ethical evaluation of human behaviour</i>

Martin, J. R., & White, P. R. R. (2005). *The language of evaluation: Appraisal in English*. Basingstoke: Palgrave Macmillan.

当代语言学 2020 年第 3 期 (总 219 期)

In comparing explicit and section of apart – why EAP course features w strategies, c

very coherent, remainder of these two texts strate why the stening. These interpersonal

元话语和评价系统在人际意义研究上的互补

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ng comprehension oses, 16(1), 27-46.

Overview of metadiscourse

Textual metadiscourse

1. Textual markers

logical connectives
sequencers
reminders
topicalizers

2. Interpretive markers

code glosses
illocution markers
announcements

Interpersonal metadiscourse

hedges
certainty markers
attributors
attitude markers
commentary

but

Text reflexivity

Connectors: *however, for example, therefore*
Reviews: *have assumed that ..., as previously mentioned*
Previews: *we show below that ...*
Action markers: *the explanation is ..., to illustrate this*

05.

Hyland (2005)
Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.

04.

Mauranen (1993)
Mauranen, A. (1993). *Cultural differences in academic practice: A metalinguistic study*. Berlin: Peter Lang.

An interpersonal model of metadiscourse

A widely used model of metadiscourse is that proposed by Hyland (2004; 2005; Hyland and Tse, 2004) which distinguishes **interactive** and **interactional** resources (Thompson, 2001).

Thompson, G. (2001). Interaction in academic writing: learning to argue with the reader. *Applied Linguistics*, 22(1), 58-78.

The former are concerned with **ways of organising discourse** and reflect the writer's assessment of what needs to be made explicit to guide what should be recovered from the text.

The latter concern the writer's efforts to control the level of personality in a text and establish a suitable relationship to his or her data, arguments and audience, marking the degree of intimacy, **the extent of reader involvement and the expression of attitude and commitments.**

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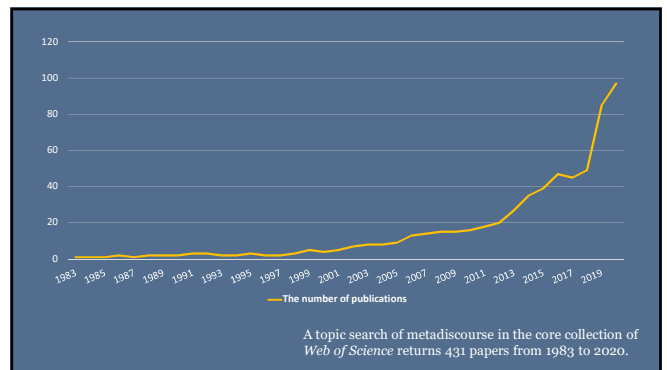
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Category	Function	Examples
Interactive	Help to guide the reader through the text	Resources
Transitions	express relations between main clauses	<i>in addition; but; thus; and</i>
Frame markers	refer to discourse acts, sequences or stages	<i>Finally; to conclude; my purpose is</i>
Endophoric markers	refer to information in other parts of the text	<i>noted above; see Fig; in section 2</i>
Evidentials	refer to information from other texts	<i>according to X; Z states</i>
Code glosses	elaborate propositional meanings	<i>namely; e.g.; such as; in other words</i>
Interactional	Involve the reader in the text	Resources
Hedges	withhold commitment and open dialogue	<i>might; perhaps; possible; about</i>
Boosters	emphasize certainty or close dialogue	<i>in fact; definitely; it is clear that</i>
Attitude markers	express writer's attitude to proposition	<i>unfortunately; I agree; surprisingly</i>
Self mentions	explicit reference to author(s)	<i>I; we; my; me; our</i>
Engagement markers	explicitly build relationship with reader	<i>consider; note; you can see that</i>



Overview of metadiscourse

01.
Harris (1959)
Harris, J. S. (1959). *Computable syntactic analysis, Transformations and Discourse Analysis Papers*. Vol. 15. Philadelphia: University of Pennsylvania.

02.
Vande Kopple (1985)
Vande Kopple, W. J. (1985). Some exploratory discourse on metadiscourse. *College Composition & Communication*, 26, 82-93.

03.
Crismore (1989)
Crismore, A. (1989). *Falling with readers: Metadiscourse as rhetorical act*. Berlin: Peter Lang.

04.
Mauranen (1993)
Mauranen, A. (1993). *Cultural difference in academic rhetoric: A sociolinguistic study*. Berlin: Peter Lang.

05.
Hyland (2005)
Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.

The reflexive model of metadiscourse

Category	Type of reference	Examples
Text-oriented	text or language itself	<i>In this essay, in the following</i>
Writer-oriented	writer persona	<i>By this I principally mean . . . , As I stated above</i>
Reader-oriented	imagined reader	<i>you may be thinking . . . , As you know, ...</i>
Participant-oriented	both writer and reader	<i>What do we mean by . . . then? As we can see, ...</i>

Adel, A. (2006). *Metadiscourse in L1 and L2 English*. Amsterdam: John Benjamins.

The tripartite interpersonal model

Dimension	Features	Description
Organizing	Organizing Indirectly evaluating audience needs	Indirect/covert interaction with audience Organizing (Discourse management)
Involving/ evaluative	Involving the audience Evaluating discourse importance Evaluating communicative situation	Direct/overt interaction with audience Involving Evaluative
Bi-dimensional	Organizing and evaluating Organizing and involving	Direct or indirect interaction with audience Organizing (Discourse management) Involving or evaluative

Bouziri, B. (2021). A tripartite interpersonal model for investigating metadiscourse in academic lectures. *Applied Linguistics*. Advance online publication.

... "late stage" is characterized by high sugar requirements, large and persistent sporocarps with spores that are difficult to germinate. According to *this paradigm*, early stage species would spread predominantly via spore dispersal in young and disturbed habitats. [Medicine]

Metadiscursive nouns (Jiang & Hyland, 2016)

In this study, we **show** that inhibition of mammalian target of rapamycin (mTOR) signaling by rapamycin leads to an increase of Akt phosphorylation in Rh30 and RD ...

Metadiscursive verbs (许家金, 2019)

The meaning of a text is **the result of these two elements working together: an integration of talk about the experiential world and how this is made coherent, intelligible and persuasive to a particular audience** (Mauranen, 1993; Hyland and Tse, 2004).



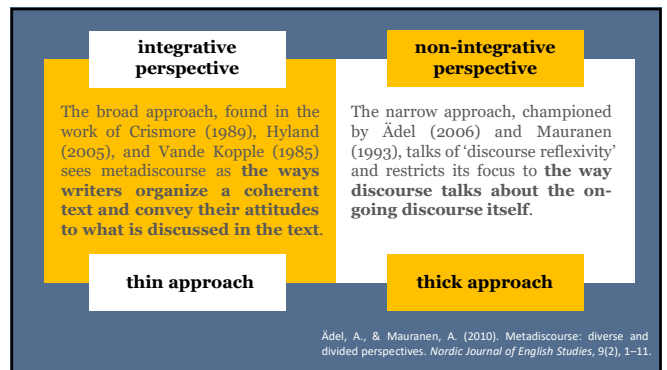
FULL PAPER
Twisted Perylene Diimides with Tunable Redox Properties for Organic Sodium-Ion Batteries

Havik Basu, Oji Demirel, Gobivaran Nagarajan, Ashik R. and Manikoth M. Srijanvar*

Organic rechargeable batteries gain **huge** scientific interest owing to the design flexibility and resource renewability of the active materials. **However**, the low reduction potentials still remain a **challenge** to compete with the inorganic cathodes. This study demonstrates a **simple and efficient** approach to tune the redox properties of **perylene diimides (PDIs)** as high voltage cathodes for organic-based sodium-ion batteries (SIBs). With **appropriate** electron-withdrawing groups as substituents on perylene diimides, this study shows a **remarkable** tunability in the discharge potential from 2.1 to 2.6 V versus Na⁺/Na with a sodium intake of 1.6 ions per molecule. **Further**, this study explores tuning the shape of the voltage profiles by **systematically** tuning the dihedral angle in the perylene ring and demonstrates a single plateau discharge profile for tetrabromo-substituted perylene diimide (dihedral angles θ_1 & $\theta_2 = 38^\circ$). Detailed structural analysis and electrochemical studies on substituted PDIs **unveil** the correlation between molecular structure and voltage profile. The results are **promising** and offer **new** avenues to tailor the redox properties of organic electrodes, a step closer toward the realization of greener and sustainable electrochemical storage devices.

02 元话语的分析路径

two main types of approach, thin and thick, generally correspond to the two definitional traditions of metadiscourse



The **thin approach** can be placed at the purely **quantitative** end, while the **thick approach** is considerably more **qualitatively** oriented.

The **thin approach** operates by retrieving (usually on a large scale) all occurrences of a pre-defined list of members of specific subsets.

The great advantage of this method is that the retrieval can be highly automatised, which makes it possible to **compare frequency and distribution patterns across relatively large bodies of data**. The analyst is able to obtain a good overview of the occurrence and distribution of metadiscourse in a given database, which then allows for quick comparisons across genres, registers and contexts of use.

approximately 400 search items

The screenshot shows a search interface with a list of search items on the left and a preview of a document snippet on the right. The search items include terms like 'thin approach', 'thick approach', 'quantitative', and 'qualitative'. The document snippet is a list of references, with the first one being 'Culicover, P. (2001). The syntax-lexicon interface. In: R. N. Campbell & A. N. S. Lee (eds.), *The syntax-lexicon interface*. London: Continuum.

The **thick approach** operates by first retrieving possible candidates, then excluding irrelevant ones, and finally analysing extended units of metadiscursive meaning.

In this approach, the interesting part begins once the basic examples have been retrieved and established as relevant. The final analytical step typically involves an examination of **lexico-grammatical co-occurrence patterns**, or of the **immediate discourse functions** served by the larger unit in the discourse.

The screenshot shows a software interface with a list of search results on the left and a detailed view of a specific item on the right. The search results include items like 'thin approach', 'thick approach', 'quantitative', and 'qualitative'. The detailed view shows a list of references, with the first one being 'Culicover, P. (2001). The syntax-lexicon interface. In: R. N. Campbell & A. N. S. Lee (eds.), *The syntax-lexicon interface*. London: Continuum.

03

元话语在话语研究中的应用

discourse as connected text
discourse as language in use
discourse as social practice

A piece of discourse is an instance of spoken or written language that has describable internal relationships of form and meaning ... that relate coherently to an external communicative function or purpose and a given audience/interlocutor. Furthermore, the external function or purpose can only be properly determined if one takes into account the context and participants ... in which the piece of discourse occurs (Celce-Murcia and Olshtain 2000, p.4).

- discourse as connected text
- discourse as language in use
- discourse as social practice

Celce-Murcia, M. and Olshtain, E. (2000) *Discourse and context in language teaching: A guide for language teachers*. Cambridge: Cambridge University Press.

Topics with constant high frequency in metadiscourse research over the periods

	1983-2005		2006-2020		% normed change	Chi-value	p
	raw	normed	raw	normed			
Constant							
academic discourse	25	40.98	166	44.86	9.47	0.15	0.70
research articles	13	21.31	86	23.24	9.06	0.07	0.79
pedagogical implications	31	50.82	205	55.41	9.02	0.17	0.68
rhetorical strategies	21	34.43	137	37.03	7.55	0.08	0.78
academic writing	32	52.46	201	54.32	3.56	0.02	0.88

The topics with the most dramatic changes in metadiscourse research

	1983-2005		2006-2020		% normed change	Chi-value	p
	raw	normed	raw	normed			
Significantly up							
business communication	5	8.20	120	32.43	295.68	10.51	0.00
student writing	5	8.20	118	31.89	289.08	10.21	0.00
expert writers	6	9.84	139	37.67	283.01	11.92	0.00
across languages	7	11.48	139	37.57	227.37	10.42	0.00
disciplinary variation	8	13.11	151	40.81	211.18	10.78	0.00
different genres	8	13.11	150	40.54	209.12	10.63	0.00
corpus-based study	18	29.51	298	80.48	172.75	18.41	0.00

Corpus characteristics of student writing and expert writing corpora

	Discipline	Students		Experts		Total words
		papers	words	papers	words	
Hard applied	Material Science	40	88,592	40	215,998	304,590
	Computer Science	40	105,509	40	35,6254	461,763
	Physics	40	92,498	40	121,889	214,387
Hard pure	Life Science	40	99,678	40	232,457	332,135
	Total	160	386,277	160	926,598	1,312,875

Central to successful research writing is the writers' ability not only to identify an important knowledge gap but also to present research claims and findings **in a way that readers find plausible and persuasive** (Aull & Lancaster, 2014; Hyland, 2004; Jiang, 2017).



A competent authorial identity is established by writers taking an stance on knowledge and **balancing the extent of authorial intervention against the convictions and expectations of their disciplinary readers** (Hyland, 2012; Jiang & Hyland, 2016).

One of the concerns of EAP is **to bridge the disparity of discursive practice between novice and expert writers.**

Henderson and Barr (2010) compared psychology students' texts and published articles, and find that student writers used **lower adjective and adverbial evaluative resources** than experts.



Mansourizadeh and Ahmad (2011) show that **the results and discussion section is the most typical one** in which novice writers are less proficient in setting up rhetorical persuasion than experts.

Jiang and Ma (2018) compared research texts by educational PhD students and published writers and show that **students do not always make inappropriately less use of interactional features.**

Overall distribution of interactional metadiscourse across disciplinary writer groups

disciplines	corpus	per 10,000 words	Mean	SD	Log-likelihood	p
Hard applied	Material Science	Students	154.7	153.8	6.1	39.3 < 0.001
		Experts	185.5	184.1	3.0	
Hard pure	Computer Science	Students	142.5	140.0	5.3	51.2 < 0.001
		Experts	172.2	171.9	3.2	
Hard pure	Physics	Students	118.3	116.9	4.8	0.1 0.742
		Experts	120.0	114.6	3.4	
Hard pure	Life Science	Students	117.6	115.1	6.3	1.3 0.251
		Experts	112.6	111.7	4.0	

(1) The preliminary results **show clearly** a **well-defined** pore network at the nanoscale, with pore size **approximately** 1.7–2.4 nm in diameter and spaced **around** 5–8 nm apart.

(EW, material science)

(2) This **clearly demonstrates** that the orthogonality is **always** maintained between two tiers of the network. Table 1 **clearly points out** the additional reasons behind choosing circular polarized transmission over linear polarized transmission...

(EW, compute science)

(3) Table 2.1 **shows** that the range of the optimal scanning speed is larger for the higher laser power, and it narrows for material with high thermal conductivity.

(SW, material science)

(4) Compared with previously reported circuits, the LDO designed in this paper has a low area, low quiescent power and flexible current loads.

(SW, computer science)

A likely consequence of PhD students' less adequate use of rhetorical means to explicitly construct an argument of pragmatism (Parry, 1998)

Knowledge claims in applied sciences accrue value with a practical rather than theoretical orientation and thus are strengthened by an explanatory qualification about how much the "co-existing but competing paradigms" (Parry, 1998, p. 297) are applicable to social problems.

However, the persuasive engagement seems less compelling in pure sciences where arguments are mainly analytical and seldom justified for real-world application (Hyland, 2004; Parry, 1998).



Turning to the two applied disciplines, the differences mainly appear in the **results and discussion** and **conclusion** sections.

Concordance plots typical of student and expert corpora

Plot 1: EW material science no. 11



Plot 2: EW computer science no. 4



Plot 3: SW material science no. 10



Plot 4: SW computer science no. 21



04 元话语的教学启示

writer-oriented view of writing
reader-oriented view of writing
metadiscourse awareness

- to understand the relationship between language and its contexts of use;
- to employ this knowledge in the service of language and literacy education.

(Hyland, 2017)



- text-oriented view of writing
- writer-oriented view of writing
- reader-oriented view of writing



- (1) to make expert writers' metadiscoursal features and strategies salient to students;
 - a. concordanced materials
 - b. longer text fragments
- (2) to develop the appropriate use of metadiscourse in students' written work.
 - a. classroom tasks: replacement tasks ...
 - b. writing for different audience;
 - c. peer feedback

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