Metadiscourse in Academic Prose: a Contrastive Study of Academic Articles Written in English by English and Norwegian Native Speakers

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Abstract. The study represents a contrastive text-linguistic research* on metadiscourse evidenced in academic articles written in English by English and Norwegian native speakers, and tends to reveal and depict certain similarities and differences which exist between them. The research is based on the theoretical assumption that metadiscourse varies in academic writings across different cultural communities and relies on the traditional writing habits and rhetoric preferences within each writing culture. Moreover, the rhetoric habits from one´s own writing culture are easily transferred to writing activities when done in a foreign language, often causing some kind of misunderstanding between the writer and his reader, thus diminishing the validity of propositional content conveyed through the discourse. Bearing this assumption in mind, the comparison undertaken in this research has been expressed in terms of similarities/differences between metadiscoursal items and groups identified in the two corpora and the results of the comparison have been discussed in the same vein.
Besides cultural-specific differences, the present study also includes some metadiscoursal findings concerning the discipline-specific differences and tendencies which occur in academic articles regardless of the author´s language and cultural background. Due to comparatively small research corpus, the presented results should be considered rather tentative: they are primarily aimed at pointing to some directions for further research. However, the author hopes that the method and procedure used in this research could be applied to similar studies in which academic discourses written by English native speakers are compared to those which are written by non- native speakers of English.

Metadiscourse as the Subject of the Research

How to define *metadiscourse?*

Modern applied linguistics[33] defines metadiscourse or metatext as a part of spoken or written discourse – 'the linguistic material in text that does not add anything to the propositional content but that is intended to help the listener or reader organize, interpret, and evaluate the information given.' (Crismore *et al*., 1993:41). Metadiscourse goes beyond the subject matter (or propositional content) presented through the discourse, making an integral part of it. Most linguists agree that metadiscourse is a double-function phenomenon which both organizes discourse and comments on it, and 'allows writers to show readers how different parts of the text are related and how they should be interpreted, and also permits writers to express their attitudes toward the propositional content of the text and toward their readers' (ibid). Thus, metadiscourse can be said to act at two planes: *the referential* (text organizing plane) and *the expressive* (attitudinal plane, and have the roles, respectively. By the organizing role of metadiscourse we assume the author's use of textual metadiscourse in order to form a cohesive and coherent text and thus increase its readibility[34]. However, the way the writer organizes his/her text depends on the writer's estimation of how a well-organized and comprehensible text should look like and is strongly influenced by the writing culture the writer belongs to. By the expressive role of metadiscourse, we assume the ways by which the author expresses his/her beliefs about and attitudes towards the propositional content while conveying it to the readers.

Metadiscourse is considered a part of academic rhetoric, precisely, a rhetoric feature of academic discourse and the degree to which it is used, "indicates the writer of the text and his willingness to explicitly guide the reader´s interpretation of the text" (Mauranen, 1993:37)

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[1] The linguistic definition of 'metadiscourse' differs from the one of literature theoreticians' traditonal definition, where metatext is considered as a kind of the text induced by another text – such as literary interpretations, translations, critics, etc., i.e as an integral part of the text itself.

[2] This idea is strongly supported by Finnish linguists Anna Mauranen who argues that the function of the connectors in texts is to increase thier readability 'by indicating the relationship between two propositions by linguistic means, the writer reduces the reader's uncertainty about the relationship, therby making the processing load lighter' (Mauranen, 1993: 162) The research presented in this study is based on this view as well: connectors and similar linguistic devices are not looked upon as mere formal markers of cohesion and coherence, but are seen from a rhetorical viewpoint: they are meant to help readers interpret the text and persuade them to create the mental picture of the text the way the writer wants them to.

Why has metadiscourse been chosen as a subject of this research?

Numerous studies on academic discourse report that academic writing norms vary from one cultural community to another and often reveal traditional writing habits and rhetoric preferences which exist in different writing cultures. The rhetoric habits from one´s own writing culture are easily transferred to writing activities done in a foreign language, as for example, in English, which is nowadays, needless to say, used as "academic lingua franca" for international readership. However, these habits might become a hindrance to effective international communication, either by causing "discourse expectations" failure, or misunderstanding of the author´s personal expression. This, undoubtedly, brings the academic writers of small language communities into an unfavorable position: for the sake of being understood by international readership, mostly accustomed to the academic norms existing within the English academic discourse, these authors are sometimes forced to sacrifice the particulars and richness of their own writing cultures and to accept English academic norms. Otherwise, they might risk having the propositional content of their articles misinterpreted and unjustly diminished.

Being a part of academic rhetoric, metadiscourse also varies from one writing culture to another. As it has a significant place in English academic discourse, its negligence in the academic discourse written by English non-native speakers may deprive the reader of the proper guidance through the text and makes the task of proccessing the text more difficult for him/her. Also, if metadiscourse is used in the way which is different from the way it is used in English academic discourse, some misunderstanding between the writer and the reader might be induced, creating an obstacle to effective academic communication.

Although one can not precisely say how much metadiscourse should be included in a research article to make its discourse sound "expected" or familiar, it can be predicted that certain "deviations"[35] can cause the misunderstanding or misinterpretation of the writer's intentions or attitudes. For example, the frequent use of emphatic devices in an academic article for some article writers can simply mean the sign of their confidence and the great degree of certainty they feel about the content they convey. But at the same time, this may be taken by an English reader as a sign of the writers' disrespect for the readers who are not left enough space to form their personal opinions or make their own judgements, but are pushed to support the writer's assertions.

Does the use of metadiscourse presuppose the writer´s responsibility for effective communication?

It is obvious that I am dealing here with the notion called "the writer´s responsibility for effective communication", taken from Greenberg's language typology (1963), based

on writer´s vs. reader´s responsibility for effective communication. According to this typology, English academic discourse relies on writer´s responsibility for an effective communication, while for example, in Japanese, Korean and Chinese discourses, it is the listener (reader) who is responsible for understandang what the speaker (writer) intends to say.

According to numerous researchers on this field, the use of metadiscourse as a part of academic rhetoric, presupposes the writer´s responsibility for effective communication. By using textual metadiscourse, the writer may, for example, indicate the logical and temporal relationships between the parts of the text and remove the reader's possible uncertainties about the writer's intentions and thus facilitate the text comprexension. "It is the writer´s task to provide appropriate transition statements so that the reader can piece together the tread of the writer´s logic which binds the composition together" (Hinds, 1987:146)

On the other hand, the use of interpersonal metadiscourse, i.e. the linguistic devices through which the author bridges his relationships with the reader, "serves to direct readers in how to take the author – that is, how to understand the author´s perspective or stance toward the content or structure of the primary discourse and the readers." (Crismore, A. & Farnsworth, R., 1990:121)

The Research Conducted on Metadiscourse in Academic Articles

Theoretical assumption and hypotheses

Starting with the assumption that the use of metadiscourse in academic prose indicates effective communication between the author and the reader, we have based our research on the following hypotheses:

- Norwegian academic discourse is based on writer´s responsibility for effective communication and this tendency is also preserved when Norwegian academics write in English

- When writing in English, Norwegian academics use the metadiscourse model similar to the one used by English academics

- Academic articles contain some discipline-specific differences regardless of the author´s cultural and language background[36]

The aims of the research

Bearing in mind the above hypotheses, the aims of the research can be formulated as following:

- By applying a uniform classification model for metadiscoursal elements to the selected texts (two sub-corpora), we have aimed at revealing and depicting the differences/similarities between the presence and the

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[35] By 'deviations' here I consider the noticeable quantitative differences in usage of metadiscoursal items in articles written by English native speakers and non-native speakers of the English language.

[4] These hypotheses were made on the basis of the author's previous experence in analysing metadiscoursal models used in academic articles written in English by English and Serbian native speakers (Blagojevic, 2001).

use of metadiscourse in academic prose written in English by English and Norwegian native speakers, and on the basis of quantitative and qualitative approaches we hope to draw corresponding conclusions or generalizations.

- On the basis of quantitative and qualitative approaches to the obtained data, we have planned to reveal the discipline-specific differences which may occur in the academic articles regardless of the writer´s language and cultural background.

The analyzed material

The research is based on the analysis of 30 academic articles written in English by English and Norwegian native speakers, 15 of each. (The titles are enclosed in the Appendix). These articles comprise three disciplines: sociology, psychology and philosophy, and they were strictly chosen by avoiding the notice that they had been translated, although this possibility might exist. However, this fact is not relevant for our analysis, because the translator´s interventions do not involve any changing or adding of metadiscoursal elements to the author's original texts, so we may consider them genuine part of the author´s writing.

The inclusion of three different scientific disciplines of humanities in the research is meant to enable the investigation of the discourse characteristics across different disciplines, i.e. to depict cultural variations existing in writings of authors of different language and cultural background.

Methods of the research

The research corpus was examined by identifying and classifying metadiscoursal elements by means of applying a uniform classification system. This classification system has been created by incorporating metadiscoursal categories and groups according to the classification systems or proposals made by several authors (Vande Kopple, (1985) Crismore, A. & Farnsworth, R. (1990), A. Mauranen (1993), and according our previous experience in the similar type of research. We believe that only such an integrated type of classification system could have served the purpose of the research successfully.

Terminology used in the research

In order to be made either more precise or explicit, the terminology used in this study has been slightly changed from the existing one, used by Vande Kopple, (1985) and Crismore, A. & Farnsworth, R. (1990) in their analyses of written discourse. This terminology is mainly descriptive and the proposed terms are meant to cover a great variety of grammaticaly different items which, however, share the same semantic function in the examined discourse. For example, under the term 'reminders' we assume all kinds of formal and grammatical items which share the same function – to make the reader remember the previous parts of the discourse. This kind of function is mainly accomplished by means of combining some of the connectors which express logical or temporal relations

(*before, earlier, above*) with the verbs of communication (*state, note, say*). Also, the term 'hedges' is used for a wide range of linguistic items, which include, for example, all kinds of modal expressions, but at the same time, the presence or absence of personal pronouns in the text as well. Regardless of their formal and grammatical nature, all of these items are identified as 'hedges' according to their function to soften the author's statements or limit his/her personal commitment towards the conveyed content.

Procedure used in the research

The textual analysis was done by identifying every metadiscoursal item and by labelling it into a corresponding metadiscourse group, so that the collected items, being functional equivalents, could be compared on the quantitative basis. Then, the identified items were counted and their number was divided by the number of analyzed sentences in both the examined corpora, so that the obtained results were expressed in percentage. In this way, we were able to compare the percentages of both analized corpora: first, the presence of metadiscourse as a whole and then the presence of textual and interpersonal metadiscoursal groups.

However, the identification of metadiscoursal items proved to be a very difficult linguistic task. Primarily, it was due to the multifunctional nature of the analysed items, which were possible to label in two or even three metadiscoursal categories at the same time, and also due to their low level of transparency: it is not always clear if an item ("a metadiscoursal candidate") is really a metadiscoursal one or whether it belongs to the propositional content. The two examples below, taken from the examined corpora, may illustrate different functions of the same item *'in addition'* which in the example 1., has a metadiscoursal function, while in the example 2., belongs to the propositional content itself:

1. However, when BMI was entered on step 2, the Beta value for grade was no longer significant for girls. **In addition,** when WECI was entered on the fourth step, the Beta value for BMI become non-significant. (ETN8/p.28)

2. **** In addition** to determining the actual relative weight (measured in terms of the Body Mass Index), we wished to examine the importance of the feeling of being fatter than others (FF) and concerns about weight and eating (WEC). (ETN8/p.28)

Classification System for Metadiscourse Used in the Research

Abbreviations and orthographic conventions

ETE – Academic articles written in English by English native speakers

ETN – Academic articles written in English by Norwegian native speakers

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Textual metadiscourse

Four categories of textual metadiscourse have been examined in the research corpora: *logical-temporal connectives, sequencers, reminders* and *announcements.* All of them are intended to help the reader through the text by offering him/her specific guide-lines. The examples below have been taken from the two analysed corpora.

° *Logical-temporal connectives* have the role to guide the readers through the text by indicating logical and temporal relationships between the blocks of information, as in:

As Blum puts it, the failure to meet an expectation is a "moral defect", provided that the expectation is "legitimate". **Accordingly,** a test of whether expectation qualifies as moral expectation is whether the failure to do what we are expected to do is morally blameworthy or defective. (ETE9/p. 480)

Against the back drop of a short review of literature in the field, a theoretical framework is introduced: institutionalization as an open and multidimensional process, encompassing structural, normative and cognitive elements. **Thereafter,** this typology is applied in order to study institutionalization as part of a wider context. (ETN5/ p.123)

° *Sequencers* have the role to guide the readers through the text by indicating the order in which the blocks of information will be presented, as in:

First we will outline the main features of the logic of appropriateness. **Second**, some of the key concepts in the logic – identities and rules, and their relationship – will be discussed. **Third**, we will ask whether it is important to distinguish between symbolic and instrumental processes, as the theory of appropriateness seems to underestimate the importance of rules as myths, and then we will elaborate on the consequences of this for the working of rules in so called "matching situations". (ETN4/p.159-60)

° *Reminders* have the role to guide the readers through the text by reminding them of the material presented earlier, as in:

As stated earlier, state intervention into schooling was about presenting diversity as uniformity. (ETE1/p.79)

Control of time in the production process, **as I have suggested above**, is an integral part of the success of industrial capitalism and so is the control of nature and the gene-technological control of the processes of life. (ETE3/p.139)

Within *a broader* institutional perspective **as outlined above,** however – a perspective that fully recognizes the relevance of formal structures – other institutional factors, like length of service, career mobility and physical location, should be addressed as well. (ETN3/p.99)

° *Announcements* have the role to guide the readers through the text by announcing the material which will appear later in the text, as in:

However, the way we understand the technology and its associated changes at the threshold of the new millennium, **I shall show below**, depends not just on who is presenting the argument on the basis of what interests but also on the temporal assumptions that are brought to the analysis. (ETE3/p.129)

In this chapter I will present some aspects of the minority situation in Lithuania, and present this case deviating from Latvia and Estonia. (ETN2/p.276)

° *Reformulators* have the role to help the readers better understand the given statement by paraphrasing it, as in:

After all, with radical autonomy one has no good reason to act in one way rather than another, and then it is difficult to distinguish one's choices from mere impulse or reaction. **In other words**, there is a point at which radical choice fades into non-choice. (ETE6/p.8)

More precisely, a scale comprising positive and negative responses was constructed in order to decide whether a bidimensional or a unidimensional model was best fitted to data by the use confirmatory factor analysis, and two scales were subsequently correlated with various external variables. (ETN9/p.10)

° *Action Markers & References to the Text* have the role to indicate to the readers the discourse act performed by the author or to refer to the whole text or its parts, as in:

To explain why particular forms of social relation were seen as problematic **I shall outline** the ways in which inappropriate family relations were discussed in official discourse. (ETE1/p.73)

A key goal of **this first section** is to elaborate the concept of care, a task which we regard primarily as centering upon the enhancement of the concept's capacity to analyse both welfare state variations and change and development. (ETE2/p.283)

I will here review some of these findings, focusing on dichotic listening, which mean that it is possible to prove the left or right temporal regions independently. (ETN10/p.229)

Interpersonal metadiscourse

The analysis of interpersonal metadiscourse in the corpora also comprises four categories of interpersonal metadiscourse: *hedging devices, emphatic devices, attitude markers and commentaries*. All of them are intended to help the reader comprehend the writer's point of view and his/ her attitude towards the propositional content.

° *Hedges* are commonly called 'the expressions of the author´s uncertainty' and can be devided into four sub-groups:

a) Attribute hedges have the role to specify the extent of accuracy of the term which conveys certain information, as in:

> Here, with this echo, there is no secondary representation of an intact original but, **somehow**, a difference or division at work in the very voice of interruption, a kind of 'doubling' which is not mimetic. (ETE8/p.35)

> This finding is **somewhat** at odds with a number of previous studies. (ETN7/p.464)

b) Reliability **hedges** have the role to convey the author´s assessment of the certainty of the propositional content, as in:

> This was because absence from school was held to be aggravated by every fresh demand for juvenile labour, and **seems likely** to grow with the material prosperity of the country, until parents become sufficiently enlightened. (ET1/76)

> Metaphorically speaking, such ideas, or talk, **might be looked upon** as quite innocent and almost invisible "viruses" that become active after a latent period and eventually lead to serious "infection" of many functions. (ETN4/p.176)

c) Author´s presence indicated in the text serves to acknowledge the author´s personal beliefs, i.e. to stress that the presented statement is the writer's own, and the reader is allowed not to share the same opinion, as in:

> The challenge for social theory **as I see i**t is to expand the temporal gaze to depth and breadth that had so far fallen outside its field of vision, to touch the deep structure of social and institutional relations and thus to reach 'parts' and processes that other social theories can't reach. (ETE3/p. 127)

> A central part in **my argument is** that such cases are also at work when the participants in argumentation think and behave as reasonably as they can, that is, when they respect Habermas´s or corresponding rules for argumentation. (ETN13/p.275)

d) Author´s absence from the text is meant to limit the author´s personal commitment to the presented material, in order to soften his/her claims, as in:

> **Thus one might interpret** the mix of transcendence and immanence that permeates Beauvoir's descriptions of individual agency as a haphazard effort to reconcile her philosophical commitment to existentialism with the facts of history and her own experience as a woman. (ETE6/p.7)

> **One implication has been that** it has been generally overlooked that" traditional" science has mainly been limited to dealing with idealized, artificial situations. (ETN12/p.252)

° *Emphatics* are the expressions by which the author shows his/her categorical assertions, as in:

> **No doubt**, some departments had made headway in this regard considerably earlier, while other departments were later starters in the field. (ETE4/p.322)

> **Certainly**, nobody could dispute this. (ETN15/p.139)

° *Attitude Markers* are the expressions by which the author shows his/her attitudes towards the propositional content, as:

> **Most strikingly,** the desire to promote obligations within the family and that to push up employment has clashed in respect of lone mothers. (ETE2/p.295)

> But **there are surprisingly** few reports from attempts to document such effects in the more strict scientific meaning of the term. (ETN4/p.174)

° *Commentaries* are the expressions by which the author addresses the readers, such as:

> **But what model of the social are we subscribing to when access to full humanity is indicated by the confirmation of one's purchasing power?** (ETE13/p.146)

> **I leave it to the reader** to decide for himself whether he would refer to the statements of this example "evaluative". (ETN11/p.231)

The Results and Discussion

On the basis of the obtained data, two kinds of issues may be discussed:

- the similarities/differences between English and Norwegian writers in respect to the presence of metadiscourse in their texts;

- some discipline-specific tendencies which appear to exist in academic articles regardless of the author´s language and cultural background.

The comparison of metadiscoursal items in two analysed corpora

According to the obtained data, we can conclude that Norwegian writers when writing in English use a high score of metadiscoursal items as a whole, (44%), which is 3% lower than the sum total of the metadiscoursal items identified in the articles written by English native speakers (47%). The percentage concerning the use of interpersonal metadiscourse is identical on both sides, while the use of textual metadiscourse is different, i.e. higher in the English native speakers´ articles, again for 3%. (Table 1)

Table 1. The presence of metadiscourse in *ETE* and *ETN* articles

CORPUS:	SENTENCES N°:	TEXTUAL METADISCOURSE		INTERPERSONAL METADISCOURSE		METADISCOURSE (COMPLETE)	
		ITEMS N°:	*%*	*ITEMS N°:*	*%*	*ITEMS N°:*	*%*
ETE	3287	729	22	808	25	1537	47
ETN	3262	611	19	811	25	1422	44

Having a closer look at the metadiscoursal groups within the textual metadiscourse, we can observe that the percentage deviations for most of the metadiscoursal groups are not higher than 2%, except for the group of announcements, so we might conclude that Norwegian writers are less inclined than English writers to announce the material they intend to present in the sections of the paper that follow. (Table 2)

Table 2. Textual metadiscourse in *ETE* and *ETN* articles

	ETE		ETN	
TYPE:	*ITEMS N°*	*%*	*ITEMS N°*	*%*
LOGIC-TEMP CONNECTIVES	567	77	457	75
SEQUENCERS	13	2	13	2
REMINDERS	25	3	19	3
ANNOUCEMENTS	28	4	39	7
REFORMULATORS	34	5	27	4
ACTION & TEXT REFERENCES	62	8	56	9
SUM	729	100	611	100

The situation is different when we look at the data obtained for the use of interpersonal metadiscourse in the two sub-corpora (Table 3):

Table 3. Interpersonal metadiscourse in *ETE* and *ETN* articles

	ETE		ETN	
TYPE:	*ITEMS N°*	*%*	*ITEMS N°*	*%*
HEDGES	456	56	536	66
EMPHATICS	62	8	41	5
ATTITUDE MARKERS	225	28	173	21
COMMENTARIES	66	8	61	8
SUM	808	100	811	100

Although, as we have seen, English and Norwegian writers use the interpersonal meta- discourse at the same extent, the internal picture concerning the metadiscoursal groups within the interpersonal metadiscourse is different: the prominently high percentage values are noticeable for the use of hedging devices and attitude markers, while the percentage deviation concerning the use of emphatics is lower, 3%. So, on the basis of these data we may conclude that there are some preferential groups on both sides: Norwegian writers more than English writers are inclined to hedge their statements. They express a greater degree of their awareness of their readers by signalizing them that they are leaving "the door open" for alternative opinions. (The percentage difference is 10% in favour of Norwegian writers).

Discussing the types of hedges used by English and Norwegian writers, we may observe that there are some slighter differences, and the percentage deviations are never more than 3 %, as it is the case with using the hedges connected to the author´s presence in the text: it seems that the English authors prefer to announce their presence in the texts, while the Norwegians are less willing to do so. (Table 4)

Table 4. The type of hadging devices in *ETE* and *ETN* articles

	ETE		ETN	
THE TYPE OF HEDGING:	*ITEMS N°*	*%*	*ITEMS N°*	*%*
ATTRIBUTE HEDGES	19	4	20	4
RELIABILITY HEDGES	235	52	283	53
AUTHOR'S ABSENCE	52	11	72	13
AUTHOR'S PRESENCE	151	33	161	30
SUM	457	100	536	100

In accordance to the inclination to use a greater number of hedged performatives, Norwegian writers use fewer emphatic items by which they express their self-assurance and certainty about the subject matter they discuss in their articles. (The percentage difference is 3% in favour of English writers.) Also, English writers are more inclined than Norwegian writers to show their attitude towards the propositional content (the percentage difference is 7% in favour of English writers). On this basis, we may conclude that Norwegian writers prefer not to express explicitly their attitude towards the content they deal with. However, the percentage which indicates the usage of commentaries in the articles is the same one for both groups of writers.

Discipline-specific tendencies and preferences

Some observations concerning discipline-specific tendencies regardless of the author's language and cultural background appeared obvious while analysing the presence of metadiscourse in academic prose which comprised three scientific disciplines – sociology, psychology and philosophy.

1. We noticed that psychology writers (both English and Norwegian) are unwilling to use the explicit ways to announce to or remind the readers to the parts of the material which follows or procedes.

2. Psychology writers (regardless of the cultural background) are also reluctant to use metadiscoursal markers by which they inform the readers about the kind of discourse actions they are going to perform, (using verbs such as *to present*, *to review*, *to give an example*), etc. They are also not inclined to use the markers which signalize their awareness of the text itself, by using some indicators of the location, such as: *in this paper/paragraph, /section/here / now,* etc.

3. In comparison to sociology and philosophy articles, psychology texts have fewer expressions of the author´s attitude towards the conveyed material, and psychology writers very rarely comment directly on the propositional content either by asking a question or addressing the reader directly. (Precisely, in 10 analysed psychology articles there were only 2 examples of this kind.)

4. Philosophy writers, both English and Norwegian, are very much inclined to make direct commentaries, (36 commentaries identified in English native speakers' articles and 39 in Norwegian native speakers' articles).

5. An overall comparison of metadiscoursal groups used by writers who belong to the different language background, indicates that philosophy writers on both sides show a high degree of variety in their writing (the different patterns of preferable metadiscoursal groups), while psychology writers show the highest degree of uniformity in writing. Sociology writers are somewhere between these two polarities.

Conclusion

On the basis of the examined corpus and the data obtained from it, we may conclude that, although there are some differences in the way English and Norwegian writers use metadiscoursal groups in their academic articles, and sometimes display certain preferences, the Norwegian metadiscoursal model does not differ greatly from the model used by English native speakers. Therefore, we could say that Norwegian writers when writing in English should not fear of being misunderstood by the international readership accustomed to the English academic norms and style.

Our research has also evidenced some discipline-specific differences regardless of the academic´s cultural background, so we may conclude that the similarities between discourse communities based on the same scientific discipline are often more noticeable than the differences caused by the language and cultural background of the academics who are the members of these communities.

We also think that the proposed classification system for metadiscourse has suited properly the aim of our research and we believe that it can be successfully applied and extended to similar types of linguistic studies, so we dare include it among the important findings of this research.

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Metadiskursas akademinėje literatūroje: anglų ir norvegų akademinių straipsnių, parašytų anglų kalba, gretinamasis tyrimas

Santrauka

Šiame straipsnyje pateikiamas gretinamasis teksto-lingvistinis tyrimas* apie metadiskursą, pasireiškiantį akademiniuose straipsniuose, kuriuos anglai ir norvegai (kuriems šios kalbos yra gimtosios) rašo anglų kalba, taip pat atskleidžiami ir aprašomi tam tikri tarp jų esantys panašumai ir skirtumai. Tyrimas paremtas teorinėmis prielaidomis, kad metadiskursas varijuoja skirtingų kultūrinių bendruomenių akademiniuose tekstuose ir remiasi tradiciniais rašymo įpročiais bei retorikoje teikiamam pirmumui skirtingiems dalykams kiekvienoje rašymo kultūroje. Be to, retoriniai įpročiai iš savos rašymo kultūros lengvai perkeliami į rašymo veiklą, kai ji atliekama užsienio kalba, ir tai dažnai sukelia tam tikrų nesusipratimų tarp rašytojo ir skaitytojo, tuo būdu sumažinant per diskursą perteikiamą sakinių turinio svarumą. Turint omenyje šią prielaidą, tyrime gretinami metadiskurso elementų ir grupių, nurodytų dviejuose tekstynuose, skirtumai ir panašumai, o lyginimo rezultatai aptariami tame pačiame stiliuje.
Be skirtumų tarp kultūrų, šiame straipsnyje taip pat pateikiami keli metadiskurso pastebėjimai, susiję su skirtumais tarp disciplinų ir krypčių, išryškėjančių akademiniuose straipsniuose nepriklausomai nuo autoriaus kalbos ar kultūrinio pagrindo. Dėl palyginus mažos apimties tyrimo tekstyno, pateikti rezultatai turėtų būti vertinami kaip preliminarūs: jais pirmiausia norima nurodyti kryptis tolimesniam tyrimui. Tačiau autorius tikisi, kad šiame

tyrime naudoti metodai ir procesai gali būti taikomi panašiose studijose, kur akademiniai tekstai parašyti anglų, kuriems ši kalba yra gimtoji, lyginami su tekstais, parašytais žmonių, kuriems anglų kalba nėra gimtoji.

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Area of research interests and main research results: Dr Savka Blagojevic is mainly concerned with the problems in the field of contrastive rhetoric. She is primarily interested in academic discourse written in English both by English and non-native speakers of English, and by comparing these two types of writing she tries to anticipate the possible difficulties that may hinder an effective international academic communication. She has published about fifteen papers dealing with this problem and has taken part in numerous conferences, as for example, in the ESP conference in Guilford, UK, in 2003, where she presented her paper 'Cultural-specific vs. discipline-specific differences'. Also, she is the author of the project 'Academic Writing of Small-Language Communities for International Readership' (2002), sponsored by the Norwegian Research Centre, as well as the project 'The Differences in Academic Rhetoric in Research Articles', (2004) sponsored by the Austrian Exchange Service. Her first book 'Academic discourse' (in Serbian) is forthcoming in the second part of the year.
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APPENDIX
THE ANALYSED MATERIAL 1:
ETE: SCIENTIFIC RESEARCH ARTICLES WRITTEN IN ENGLISH BY ENGLISH NATIVE SPEAKERS
1. ETE1 - Paterson, F.: "Schooling the Family", Sociology, *The British Sociological Association, London,* 1998, Vol. 22 No.1.pp. 65-81
2. ETE2 - Daly, M. & Lewes, J.: "The Concept of Social Care and the Analysis of Contemporary Welfare States", *The British Journal of Sociology*, London, 2 000, Vol. 51. No.2., pp.281-298
3. ETE3 - Adam, B.: "The temporal Gaze: The Challenge for Social Theory in the Context of GM food", *The British Journal of Sociology*, London, 2 000, Vol.51, No.1, pp. 125-140
4. ETE4 - Keenan, W.: "Subalters of technopoly: Brokering Techno-power in Academic Sociology", *The British Journal of Sociology*, London, 2 000, Vol.51, No.2, pp.321-338
5. ETE5 - Holdsworth, C.: "Leaving Home in Britain and Spain", *The European Sociological Review,* 2000, Vol.16. No. 2, pp. 201-219
6. ETE6 - Krause, Sh.: "Lady's Liberty Allure", *Philosophy and Social Criticism*, Sage Publications, 2000, Vol.26, No. 1., pp. 1-24
7. ETE7 - Feidman, S.: "Made for Each Other", *Philosophy and Social Criticism*, Sage Publications, 2000, Vol.26, No. 1., pp. 51-70
8. ETE8 - Gilbert-Walsh, J.: "Broken Imperatives", *Philosophy and Social Criticism*, Sage Publications, 2000, Vol.26, No. 2., pp. 29-50
9. ETE9 - Mellema, G.: "Moral Expectation", *The journal of Value Inquiry* 32, Kluwer Academic Publishers. Printed in the Netherlands, 1998., pp.479-488.
10. ETE10 - Ramsay, H.: "Distinctive Moralities: The Value of Life and Our Duties to the Handicapped". *The journal of Value Inquiry* 32, Kluwer Academic Publishers. Printed in the Netherlands, 1998., pp. 507-517.
11. ETE11 - Dunning, D. & A.F.Hayes: "Evidence for Egocentric Comparison in Social Judgement", *Journal of Personality and Social Psychology,* 1996.Vol. 71. No.2, pp. 213-228
12. ETE12 - Barret P, Dadds, M & R. M. Rapee: "Family Treatment of Childhood Anxiety: A Controlled Trial", *Journal of Consulting and Clinical Psychology*, 1996, vol. 64, No.2, pp. 333-342.
13. ETE13 - Burman, E.: Psychology: "Market, Metaphor and Metamorphosis", Culture & Psychology, 1997., Vol. 3(2), pp.143-152
14. ETE14 - Mays,V. Bullock, M, Rosenzweig & M. Wessells: "Ethnic Conflicts", *American Psychologis*", 1998, Vol. 53, no.7, pp. 737-74
15. ETE15 - Townsend, M. & Lynley, H.: "Classroom Goal Structures, Social Satisfaction and Perceived Values of Academic Tasks", *British Journal of Educational Psychology*, 1997, Vol. 67, 1-12, pp.1-10.

THE ANALYSED MATERIAL 2:
ETN: SCIENTIFIC RESEARCH ARTICLES WRITTEN IN ENGLISH BY NORWEGIAN NATIVE SPEAKERS
1. ETN1- Devoid, K.: "From Homo Sovjetikus to Balts: Colonises, Migrant Workers or a New Diaspora?" *Politics and Citizenship on the Eastern Baltic Seaboard,* (2000), Frank Aarebrot and Terje Knutsen (ed.), Høyskoleforlaget AS- Nordic Academic Press, pp.243-253
2. ETN2 – Hushagen, A.: "The Minority Situation in Lithuania", *Politics and Citizenship on the Eastern Baltic Seaboard,* (2000), Frank Aarebrot and Terje Knutsen (ed.), Høyskoleforlaget AS - Nordic Academic Press, pp. 276-289
3. ETN3– Egeberg, M. and Sætren, H.:"Identities in Complex Organizations: a Study of Ministerial Bureaucrats"**,** *Organizing Political Institutions* (*Essays for Johan P. Olsen*) (1999), Morten Egeberg and Per Lægreid (ed.), Scandinavian University Press, pp.234-241
4. ETN4 – Christensen T. and Røvik, K.A.: "The Ambiguity of Appropriateness", - *Organizing Political Institutions* (*Essays for Johan P. Olsen*) (1999), Morten Egeberg and Per Lægreid (ed.), Scandinavian University Press, pp.160-180
5. ETN5 - Seippel, Ø.: "From Mobilization to Institutionalization? The Case of Norwegian Environmentalism", *Acta Sociologica (Journal of the Scandinavian Sociological Association*, (2001), Vo.44, No. 2, pp.123-137
6. ETN6 - Anderson, H. and Sommerfelt, K.: "The Relationship between Cognitive Abilities and Maternal Ratings of Externalizing Behaviours in Preschool Children", *Scandinavian Journal of Psychology*, (2001), Vo.42, No.5, pp.434-444
7. ETN7- Landr, N, Pape-Ellefsen, E., Hagland, K. O. and Odland, T.: "Memory Deficits in Young Schizophrenics with Normal General Intellectual Function", *Scandinavian Journal of Psychology*, (2001), Vo.42, No.5, pp.459-466
8. ETN8 - Lau, B. and Alsaker, F.D.: "Dieting Behaviour in Norwegian Adolescents", *Scandinavian Journal of Psychology, (*2001), Vo.41,No.1, pp. 25-35
- Sentences No.:203
9. ETN9 - Thuen, F. and Rise, J: "Dimensionality of Psychosocial Responses to Maritial Disruption", *Scandinavian Journal of Psychology,* (2001), Vo.41, No.1, pp. 25-35
- Sentences No.: 156
10. ETN 10 - Hugdahl, K.: "Lateralization of Cognitive Process in the Brain", *Acta Psihologica*, (2000), Vo. 195, Nos. 2-3, pp. 211-235
- Sentences no: 226
11. ETN11 - Nordenstam, T.: "From "Is" to "Ought"- Deduction or Articulation?" *Philosophy Beyond Borders, (*1997), pp. 228-237
12. ETN12 - Fjeland, R.: "From Evolutionary Epistemology to the Life World apriori", *Philosophy Beyond Borders* , *(An Anthology of Norwegian Philosophy)* (1997), SVT Press Bergen, pp. 238-254
13. ETN13 - Grimen, H.: "Reasonable Disagreement and Epistemic Resignation", *Philosophy Beyond Borders* , *(An Anthology of Norwegian Philosophy)* (1997), SVT Press Bergen, pp.270-292
14. ETN14 -Skjervheim, H.: "Sociology as Science: A Positive or a Critical Discipline?" *Seleted Essays in Honour of Hans Skjervheim´s 70ᵗʰ Birthday* (1996), Bergen: The Department of Philosophy, pp.115-126
15. ETN15 - Skirbekk, G.: "Science and Ethics", *Praxeology – An Anthology* edited by Gunnar Skribekk (1983), Universitetsforlaget., pp.134-145