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Vyjadřování interpersonální funkce v anglických univerzitních přednáškách z oblasti humanitních a společenských věd

Interpersonal metadiscourse in English university lectures from Arts and Humanities and Social Sciences

Ráda bych poděkovala doc. PhDr. Markétě Malé, Ph.D za podnětné rady a připomínky.

Prohlášení:

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Klíčová slova (česky)

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Klíčová slova (anglicky):

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Abstrakt (česky)

Diplomová práce se zabývá prostředky vyjadřování interpersonální funkce (metadiskurzu) v anglických univerzitních přednáškách. Tato funkce zahrnuje jevy zmírňující tvrzení autora (hedges), prostředky posilující jeho důvěryhodnost (boosters), výrazy reflektující hodnotící postoje autora (attitude markers) a jevy odkazující k autorovi samotnému (self-mentions) nebo jeho čtenářům (engagement markers). Pro analýzu byl zvolen integrační přístup Kena Hylanda, který zkoumá jak interakční, tak interpersonální metadiskurz v psaném akademickém diskurzu. V práci se proto objevují i metadiskurzivní jevy organizující text do srozumitelného a snadno pochopitelného celku. Nalezené metadiskurzivní prostředky byly detailně zkoumány jak z hlediska funkčního, tak formálního. V rámci realizačních forem lze očekávat prostředky vyjadřování modality (modální slovesa, adverbia, adjektiva), evaluativní adjektiva a adverbia a osobní zájmena odkazující k účastníkům přednášek. Pro výzkum byly použity čtyři akademické přednášky z korpusu BASE. Výsledky analýzy přinesly překvapivé odchylky v kategoriích boosters, extended frame markers a postojových modifikátorů. Ostatní kategorie se i přes odlišný charakter dat (mluvené slovo) chovaly srovnatelně s Hylandovými poznatky z psaného akademického diskurzu.

Abstract (in English):

The diploma thesis explores the means of expressing interpersonal function (metadiscourse) in English academic lectures. This function includes means mitigating the proposition of authors (hedges), expressions boosting its credibility (booster), instances reflecting attitude of the author (attitude markers) and means referring to both, the author himself (self-mentions) and the audience (engagement markers). For the purpose of the analysis, the integrative approach of Ken Hyland was chosen. It explores interpersonal resources as well as interactive resources in written academic discourse. Means organizing text into an intelligible and comprehensible unit will be also studied. The excerpted instances of metadiscourse were examined with respect to their function and realization form. In a case of realization forms, we expected to find means expressing modality (modal verbs, adverbs, adjectives), evaluative adjectives and adverbs, conjunctions and an array of personal pronouns referring to the participants of lectures. The findings showed surprising deviations in the categories of boosters, extended frame markers and attitude markers. Remaining categories, despite the different mode of the data (spoken academic language) corresponded with Hyland's findings from written academic discourse.

The list of abbreviations

NP	noun phrase
VP	verb phrase
PP	prepositional phrase
AdvP	adverbial phrase

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1. Introduction

This Masters thesis explores the means of expressing the interpersonal function of metadiscourse in academic lectures. Ken Hyland’s model of metadiscourse will be applied to the data gathered from the four academic lectures. The interpersonal function of metadiscourse comprises expressions reflecting a fluctuating degree of certainty (*hedges, boosters*), evaluative expressions (*attitude markers*), self-reference (*self-mentions*), the instances engaging the audience (*engagement markers*) and last but not least expressions contributing to the organization and intelligibility of the content (*transitions, frame markers, endophoric markers, evidentials, code glosses*). The data will be analysed in terms of its function and realization form.

Among the instances expressing metadiscursive function, we expect to find the means of expressing modality (the modal verbs, adverbs, adjectives), evaluative adjectives, adverbs and various means of interactional features (personal pronouns, imperatives, questions). But due to the dissimilar character of the spoken and written academic discourse (Hyland’s model is set for the latter), some deviations will certainly occur. The conclusions should hopefully contribute to the description of metadiscourse function in English academic lectures and reveal the means by which students decode the intended meaning and speakers’ stance in the challenging genre of lectures. These results may contribute to a more efficient absorption of presented materials and overall learning.

The need to be familiar with the concept of metadiscourse arises especially in the academic environment. As English becomes “lingua academica” (Deroey & Taverniers, 2012:221) and many non-native students undertake their studies in a foreign language (English in this case), they must be able to understand slight nuances of language and be aware of dissimilar functional meanings of the same words when occurring in different contexts. As the means of metadiscourse vary across languages and even academic fields, teaching metadiscourse should be as important as teaching grammar and vocabulary in language classes.

Lectures are crucial events where students gain new knowledge and absorb the way of thinking that is perceived as desirable for that particular academic field. Students must be familiar with the means that lecturers use to signal what content and conclusions are important, desirable, misleading or even better to be rejected etc. The success of their

academic studies lies in students' ability to process important information and place it into the right context in order to gain new knowledge. Awareness of metadiscourse can increase the chance of good assessments and acceptance of students' academic contributions.

2. Theoretical background

2.1. Definition of metadiscourse

Metadiscourse reflects those features in the text which explicitly refer to the organization of the discourse or the writer's stance towards the content or the reader. (Hyland & Tse, 2004: 156) Metadiscursive expressions are not mere commentaries about the propositional content, but an open category of linguistic features which significantly affect the meaning and success of communication. (Hyland, 2005: 37, 41)

For authors, metadiscourse is a salient assistant which **helps direct readers' understanding and secure an acceptance of texts**. (Hyland, 1998: 440) The persuasive power of discourse depends not only on compelling facts, but also on the way authors present their arguments and attitude towards the audience.

For recipients, metadiscourse **is an inconspicuous guide leading them cautiously to conclusions desired by authors**. Metadiscourse is an indicator of the authors' stance and at the same time gives recipients an opportunity to accept or reject their message.

Theoretically, metadiscourse has not been fully defined yet. Its definition depends on what particular researchers include under the term metadiscourse.

“The definitions of metadiscourse for both spoken and written discourse point up the fact that it is indeed a fuzzy concept. Metadiscourse can range along a continuum from implicit, nonverbal, and general to explicit, verbal, and specific. It can be defined as the rhetorical act of discussing the spoken or written situation (between speaker and hearers, authors and readers, goals and intentions, and the occasion) or about discourse itself (the organization or evaluation of it)“ (Crismore, 1985: 16-17).

Hence we can find different approaches to and opinions on what metadiscourse really means. Metadiscourse researchers seek to develop a reliable method which would complexly explore a non-propositional layer of texts or speech (ibid.: 19).

Kopple (1985: 83) defined metadiscourse as discourse about discourse, or communication about communication. More precisely he claimed:

“on the other level, the level of metadiscourse, we do not add propositional material but help our readers organize, classify, interpret, evaluate, and react to such material“ (ibid.: 83).

How metadiscourse operates in language can be explained also by Halliday’s three macro-functions of language. According to Halliday, language comprises an ideational set – a primary message that captures our knowledge and experience from both, external and our inner conscious world (ibid.: 85). The other two functions help organize the primary message (textual set) into an intelligible unit; indicate specific viewpoint towards the ideational set and raise interaction with the audience (interpersonal set). The textual and interpersonal sets are often regarded as metadiscursive functions of language (ibid.: 86).

Halliday’s classification of the three layers of meaning formed a fundamental basis for the theoretical background of metadiscourse (Hyland, 2004: 161). It reflected the change in the perception of language as a simple matching of words to ideas towards a more complex concept involving the presence of readers (Hyland, 2009: 127). Hyland later questioned the tendency of many metadiscourse researchers (Crismore 1985, Kopple 1985) to draw a strict dividing line between the ideational or textual function of discourse. He argued that Halliday himself was not concerned with the concept of metadiscourse and did not perceive the three functions as isolated aspects of language. (Hyland, 2004: 161).

2.2. Hyland’s interpersonal approach to metadiscourse

Hyland’s approach to metadiscourse correlates with Crismore and Kopple’s tradition. He uses the term metadiscourse to refer to a non-propositional part of the text which evolves and reveals the author’s relationship and attitude towards the text and the reader (Hyland, 1998: 438). Metadiscourse is a universal aspect of language which varies depending on cultural and professional context. It is not an insignificant marker of personal style, but more of an elaborate strategy which significantly contributes to smooth communication between participants and secures the acceptance of the author’s view on the side of recipients and other interested parties (colleagues etc.) (ibid. 438).

Hyland’s previous model of metadiscourse

At first, Hyland, following the tradition of Crismore and Kopple, outlined a model of academic metadiscourse which inclined to the strict division of the textual and interpersonal

function of metadiscourse. For each category, he determined subcategories further specifying the organizational and social aspect of particular linguistic forms (ibid.: 442-443).

Later, Hyland (2004) abandoned the idea of separating these two functions and even declared such interpretation as unhelpful and misleading (Hyland, 2004: 164), claiming that:

“Unlike propositional and interpersonal meanings, which orient to extra-linguistic phenomena, the textual function is intrinsic to language and exists to construe both propositional and interpersonal aspects into a linear and coherent whole“ (ibid.: 162).

Hyland’s criteria for metadiscourse

Eventually, a new model of metadiscourse based on three fundamental principles was introduced. The first principle described the relation between propositional content and metadiscourse. Hyland defined proposition as “all that which concerns thoughts, actors, or states of affairs in the world outside the text” (ibid.: 159). But he admitted that such a definition could also correspond to instances of metadiscourse. It is not always easy (or even viable) to distinguish between propositional meaning and metadiscourse. Yet, such differentiation is necessary for the purpose of elaborate metadiscourse research. The point is not to perceive propositional and metadiscursive forms as two completely dissimilar concepts, but to accept the fact that particular written or spoken discourse can fulfil both functions at the same time. They both significantly contribute to the meaning of the text and cannot be regarded as primary or secondary to the meaning. Hyland’s interpretation differed from the concept of Kopple (1985) who defined metadiscourse as a subsidiary level of meaning which only neatened the primary propositional meaning of the discourse (ibid.: 160 -161).

The second principle followed writer-reader interactions which are an essential prerequisite for successful communication. This principle denied the formerly discussed textual-interpersonal separation. There are no clear boundaries between textual resources and propositional or interpersonal aspects. Instead, textual metadiscourse is oriented towards the inner world of discourse and organizes the propositional and interpersonal findings from the external world into a coherent unit. Hyland defined textuality as a common feature of discourse which naturally accompanies language. In his conception, all metadiscourse is interpersonal as it is adjusted to the reader’s interpreting abilities and existing knowledge (ibid.: 161). In Hyland’s words:

“we should see text as a process in which writers are simultaneously creating propositional content, interpersonal engagement and the flow of text as they write, which means that their linguistic choices often perform more than one function“ (ibid.: 162).

Text is more like a living organism than a stable unit that can be cut into pieces and each piece labelled as textual, propositional or interpersonal. Individual parts of the discourse can fulfil all three functions at the same time. Such overlap only supported Hyland’s belief that textual/interpersonal differentiation is useless. (ibid.: 164) In his opinion, textual resources help turn propositional and interpersonal observations into a coherent and intelligible message, and reflect the writer’s awareness of readers’ abilities and express their position towards the text. As such, the organizing function of textual metadiscourse is closely linked with the interpersonal aspect of the discourse (ibid.).

Internal – external relations, the third principle, are connected with the first principle. The distinction between internal and external relations is the key aspect for recognition of propositional or metadiscursive nature of particular linguistic forms. They can refer either to the relations outside the text (representing activities in the real world), or to the relations inside the text (fulfilling communicative purposes) (ibid.:165). Hyland demonstrated the internal/external reference in examples of different functions of connectives, sequencing devices or modality. He stressed that even if modality is regarded as a metadiscursive feature in this model, it can also have a propositional function and as such refer to potential conditions in the external world. Therefore it is crucial to correctly identify the link of linguistic forms (in specific context) with either the internal, or external world (ibid.: 166).

Hyland’s new model of metadiscourse in academic texts

Hyland’s new model of metadiscourse operates on two levels: interactive resources mapping the organization of the text (taking into consideration readers’ background knowledge and the writer’s favoured interpretation of the topic discussed etc.) and interactional resources taking into account of the presence of readers and controlling the level of mutual interaction, but also reflecting the writer’s personal evaluation of the subject. (ibid.: 168).

Category	Function	Examples
Interactive resources	Help to guide reader through the text	
Transitions	express semantic relation between main clauses	in addition/but/thus/and
Frame markers	refer to discourse acts, sequences, or text stages	finally/to conclude/my purpose here is to
Endophoric markers	refer to information in other parts of the text	noted above/see Fig/in section 2
Evidentials	refer to source of information from other texts	according to X/(Y, 1990)/Z states
Code glosses	help readers grasp functions of ideational material	namely/e.g./such as/in other words
Interactional resources	Involve the reader in the argument	
Hedges	withhold writer's full commitment to proposition	might/perhaps/possible/about
Boosters	emphasize force or writer's certainty in proposition	in fact/definitely/it is clear that
Attitude markers	express writer's attitude to proposition	unfortunately/I agree/surprisingly
Engagement markers	explicitly refer to or build relationship with reader	consider/note that/you can see that
Self-mentions	explicit reference to author(s)	I/we/my/our

Table 1: Categories and functions of metadiscourse (Hyland, 2004: 169)

2.3. Annelie del - reflexive model of metadiscourse

The key factor in the reflexive model of metadiscourse is the reflexivity of language. Only forms that refer to the ongoing discourse, contrary to interpersonal metadiscourse, can be included into the reflexive research on metadiscourse (Mauranen, 2010: 16).

The reflexive approach will be demonstrated on the research of Annelie del. del's approach (2010: 74) to a large extent corresponds with the approach of Mauranen. They only differ in the traditions on which they developed their research. Unlike Mauranen whose approach is based on Halliday, del derived her model from Jakobson (1998) (in Toumi, 2009: 66). They also take a different stance towards the research of spoken and written academic discourse. Contrary to del, Mauranen uses a split approach highlighting the differences between the written and spoken language (ibid.: 73).

From del’s perspective, metadiscourse is defined as:

“reflexive linguistic expressions referring to the evolving discourse itself or its linguistic form, including references to the writer-speaker qua writer-speaker and the (imagined or actual) audience qua audience of the current discourse” (del, 2010: 75).

Discourse reflexivity and metadiscourse

Reflexivity emerges as a human ability to reflect upon our own thinking and to communicate our attitude about our thoughts and actions to others through language.

“Reflexive language seems to be part of the more general ability to reflect upon our own experiences and actions; with some mental effort, we can distance ourselves from immediate experiences, identities, attitudes, and gut reactions, and subject them to conscious contemplation“ (Mauranen, 2010: 15).

Reflexive language is a socially engaging activity as it reveals the thoughts and opinions of participants in continuous utterances (ibid.: 16) and as such modifies the understanding of the recipients. As Mauranen (ibid.) puts it “reflexive discourse is discourse about ongoing discourse”. In her opinion, the terms *reflexivity* and *metadiscourse* could be seen as synonymous, both dealing with comments on the discourse itself. But it is not really the case. In relation to reflexivity, metadiscourse covers a larger scope of features, often containing non-reflexive elements (non-reflexive interactive expressions). Therefore metadiscourse is used as a wider category containing more phenomena when contrasted with reflexive discourse.

Five criteria for determining reflexive metadiscourse

For the purpose of her research on spoken and written metadiscourse, del (2010: 75) defined five criteria for determining the metadiscursive function of individual expressions, which takes into account the reflexivity of language.

Explicitness

Only explicit remarks on the current discourse are considered to be performing a metadiscursive function.

World of discourse

The explicit metadiscursive comments should be limited to the world of discourse. They should not refer to actions taking place outside the discourse (the real world).

Current discourse

Reference to other texts or discourses is not acceptable in del's reflexive approach. Reflexive metadiscourse comments only on the ongoing discourse. In the case of lectures, del perceives the series of lectures performed by one lecturer for the same audience as one uninterrupted unit.

Speaker-writer qua speaker-writer

Reference to the author (self) is considered as metadiscursive only under the condition that the speaker/writer addresses oneself as a participant of that particular speech. If the author utters the direct speech of someone else, the self-reference is not perceived as an act of reflexive metadiscourse.

Audience qua audience

The same criterion applies to the audience. Only references that directly address the actual recipients of the discourse are perceived as metadiscursive.

del's model of metadiscourse

Contrary to Mauranen who adopted the split approach to an analysis of spoken and written data, del tried to compose a comprehensive model of metadiscourse suitable for both modes (del, 2010: 74).

Her model of metadiscourse operates on two levels: metatext and audience interactions. *Metatext* captures explicit comments about the floating discourse, whereas *Audience interactions* deal with the author's explicit reference to the audience (ibid.: 82).

METATEXT	Metalinguistic comments	
	REPAIRING	
	REFORMULATING	
	COMMENTING ON LINGUISTIC FORM/MEANING	
	CLARIFYING	
	MANAGING TERMINOLOGY	
	Discourse organisation	
	INTRODUCING TOPIC	} Manage topic
	DELIMITING TOPIC	
	ADDING TO TOPIC	
CONCLUDING TOPIC		
MARKING ASIDES		
ENUMERATING	} Manage phorics	
ENDOPHORIC MARKING		
PREVIEWING		
REVIEWING		
CONTEXTUALISING		
Speech act labels		
ARGUING		
EXEMPLIFYING		
OTHER SPEECH ACT LABELLING		
AUDIENCE INTERACTION	References to the audience	
	MANAGING COMPREHENSION/CHANNEL	
	MANAGING AUDIENCE DISCIPLINE	
	ANTICIPATING THE AUDIENCE'S RESPONSE	
	MANAGING THE MESSAGE	
	IMAGINING SCENARIOS	

Table 2: del's model of metadiscourse (Adel, 2010: 83)

Metatext and relevant subcategories

Metalinguistic comments

Metalinguistic comments support a clear understanding of the subject. The author is able (ibid.: 84):

- to rescind his previous statements or repair wrong assertions (**repairing**).
- to comment on previous contributions in order to provide students with additional information connected with the subject or terminology discussed (**reformulating**).
- to explicitly refer to the particular use of language (**commenting on linguistic form/meaning**)
- to arrange the right interpretation of the message by explicitly signalling his perception of the content (**clarifying**)

- to explain terminology and specialized terms connected with the topic (**managing terminology**)

Discourse organisation

The following categories contribute to better orientation of the audience in the discourse and the topic discussed (ibid.: 85-86).

Manage topic

Management of the topic involves several logical steps which should ease recipients' orientation, namely **introducing topic** (*what we're gonna do*), **delimiting topic** (*we won't go into that*), **adding to topic** (*i should add too that*), **concluding topic** (*we've now covered*) and **marking asides** (*i want to do a little aside here*).

Manage phorics

To signal what is going to come in the discourse and to place the upcoming information in the right context, the author is equipped with forms of **enumerating** (*first, deal with two things, finally*), **endophoric marking** (instructions connected with materials used), **previewing** (signals the upcoming actions of an author), **reviewing** (reminds the audience of what had already been already said) and **contextualizing** (comments on organization and planning of the discourse). With the use of these features, the audience has higher chance of linking prior knowledge with new facts and to see the issues in a wider context.

Speech act labels

Speech act labels are used by the author to directly name their actions (ibid.:88):

- **arguing** – stressing objections or an agreement with the topic in discussion
- **exemplifying** – giving the audience a clear signal that an example is being provided
- **other speech act labels** (giving suggestions and further hints)

Audience interactions and relevant subcategories

References to the audience (ibid.: 89-90)

Audience interactions capture features of language, which reflect the interaction of the author with his/her audience. They can be only found in spoken data due to the real time presence of recipients. Speakers can explicitly ensure the recipients' understanding (**managing comprehension/channel**): *can you guys hear*. Comments on the actions of the audience are also commonly present in spoken academic discourse (**managing audience discipline**): *due*

to your extremely short attention span. In face-to-face interactions, the possibility to **anticipate the audience's response** mitigates potential refusal of what the author says: *you guys'll probably end up thinking.* Recipients should be also sensitive to the author's direct labels of what he desires the audience to remember or take into deeper consideration (**managing the message**): *what i want you to remember is.* To provide the audience with a more vivid picture of the topic, appeals for imaginary scenarios are used in order to experience the issues discussed (**imagining scenarios**): *so suppose you are the researcher.*

2.4. Differences between spoken and written language

The main purpose of this paper is an analysis of metadiscourse in academic lectures, therefore, it would be useful to briefly define the difference between written and spoken academic style.

To comment on the use of language is typical not only for everyday situations, but also for the academic genre. Metadiscourse enables academic speakers to guide the audience through their work, achieve better comprehension and ensure acceptance of their argumentation (del, 2010: 69).

Differences between spoken and written metadiscourse are conditioned by two factors. One of them is a **lack of planning and revision** in a delivery of academic lectures (spoken metadiscourse). It is manifested by repairing, marking asides and contextualizing. These manifestations can appear also in written discourse, but it is very unlikely for readers to discover them as authors have an opportunity to delete, or rewrite such comments while producing a text. In case of contextualizing, referring to temporal conditions is more likely found in spoken rather than written mode, e.g. references to time available during lectures. (del, 2010: 91) The second distinguishing condition is **the direct presence of the audience**. Since writers are not directly involved with their readers, they do not have a chance to manage the comprehension channel, or manage audience discipline. This is the privilege of speakers performing live (ibid.: 92). Through managing the comprehension, the speakers check listeners' understanding of the material presented. Language used to manage the discipline gives the speakers a chance to instruct audiences or comment on their behaviour. (ibid.: 89)

In his study, Biber (2006) examined the co-occurrence of specific linguistic features and their variation among spoken and written registers. Both registers were analysed with respect to four dimensions, but only three of them¹ were closely related to the contrast between spoken and written data. The study demonstrated that spoken academic discourse was distinguished by **high personal involvement and interaction** (indicated by 1st and 2nd personal pronouns and WH-questions), **personal stance** (mental verbs, that-clauses with likelihood and factual verbs, factual adverbials and hedges), **structural reduction and formulaic language** (contractions, that-omission, common vocabulary, lexical bundles). Therefore, spoken academic discourse approximated colloquial language more than dense informational presentation found in textbooks (Biber 2006: 186). According to Biber, spoken university discourse was more narrative than written, containing human nouns, 3rd person pronouns, communication verbs plus that-clauses and past tense (ibid.: 195). Written academic discourse displayed higher informational density represented by common nouns with specific and technical reference and common quantity nouns (ibid.: 198) and contained complex sentences with multiple embedded clauses and phrases. Written academic discourse was also highly nominal and contained heavy use of passive constructions (ibid.: 184). This structure is not typically found in spoken academic discourse, specifically lectures.

2.5. Language of lectures

Lectures are an important instructional tool used by lecturers to acquaint listeners with a complex knowledge background of their field and to assimilate them into a particular disciplinary community. In their study, Dervey & Taverniers (2011:17-18) introduced six essential functions of lectures.

2.5.1. Functions of lecture

2.5.1.1. *Conveying message*

Starting with the **informing function**, lectures convey essential knowledge and skills upon which students build their orientation in the field and get a chance to become respectable members of their academic community.

The informing function covers *a description* of influential events, people and ideas connected with the topic, taking into account relevant historical context with a reference, work and viewpoints of other experts. By *demonstrating*, the lecturer clearly manifests to students how

¹ Oral versus literate discourse, Reconstructed account of events, Teacher-centred stance (Biber 2006: 201).

to make logical deductions and how to arrive at reasonable conclusions from the facts/theories/problems mentioned in the lecture (Deroy & Taverniers, 2011: 6-8).

2.5.1.2. Improving understanding

Secondly, **elaborating** is used to enhance students' understanding of the subject being discussed. *Exemplification* is not only the lecturers' effort to be as comprehensible as possible, but also an attempt to enliven the lecture and interconnect the topic with pre-existing knowledge and experience of the audience. *Reformulating* explains previously expressed meaning in other words in order to secure the right interpretation of presented material. *Elaborating* can be detected in clarifying, concluding or repairing (ibid.: 9).

2.5.1.3. Aiding student's comprehension

Thirdly, lectures have to be processed in such a way that the meaning is easily understood, remembered and recorded. Discourse of every lecture must be **well-organized**. Its pre-planned nature gives enough space to the considered use of verbal discourse organizing cues. They are divided into *orientation cues* which clearly place discussed points to the whole lecture scope, *structuring cues* determining the order of points, *cues signalling the shift in a topic* and *relating cues* linking previous and upcoming discourse (ibid.: 10).

2.5.1.4. Processing academic and disciplinary values

Fourthly, **evaluating** in lectures reveals feelings and attitude of the lecturer towards the subject. *Attitudinal evaluation* involves statements expressing the lecturer's personal viewpoints and opinions. *Epistemic evaluation*, on the other hand, indicates the degree of certainty with which he presents a particular proposition (boosters, hedges). *Evaluation* in lectures has a crucial role as it demonstrates what stance students should acquire and what viewpoints should be rejected rather than accepted. Evaluation also triggers critical thinking. (ibid.: 10-12).

2.5.1.5. Engaging students

The fifth function of lectures is **interacting**. Engaging helps students concentrate longer, generate new ideas and it creates a motivating environment which supports learning. There are three types of interacting discourse in lectures. One is used *to control interaction and prove students' understanding* of the topic, the second tries *to evoke feeling of listeners'*

involvement by content-oriented questions, or a reference to shared experience. The third type of interacting discourse *assigns to the lecture participants certain roles* by regulating the distance between them. These interacting strategies enable the lecturer to settle on a more friendly/or more threatening atmosphere during the lecture (ibid.: 14-15).

2.5.1.6. Here and now context

Managing the class is the sixth and final function of lectures. This type of discourse is used particularly to cover the organization matters and boost mental activity of the students. The goal of such discourse is to provide students with all necessary information about the lecture and materials used. This function is represented by lecturers' comments on their delivery (corrections), physical environment (equipment in the room), timing but also addressing listeners in order to maintain quiet or to gain their attention. (ibid.: 16-17)

2.6. Relationship among participants of lectures

Regarding the participants of lectures, **the difference of expertise and a long monologic sequence** determines a rather distant relationship between the lecturer and his/her audience. The distance is increased by the lecturer's role as an expert in the field and as a head of the lecture. Higher level of expertise stimulates a respectful and trusting environment which has a positive effect on students' receptiveness to the content of the lecture.

To reduce the distance, speakers often use colloquial language, humour or asides in order to establish a more relaxed atmosphere and provide students with a short break from the dense informational load. This is done to give the students time to refresh their attention span and cognitive abilities. (ibid.: 15).

3. Material and method

3.1. Material

The data for this research was obtained from the corpus BASE. The corpus BASE contains transcripts of lectures and seminars in British English across four disciplinary areas. For the purpose of this study, only lectures from Arts and Humanities and Social Studies and Sciences were used.

Individual lectures were selected with respect to the length (about 1 hour long) and the topic. Four lectures in Arts and Humanities and Social Studies and Sciences were chosen and further examined, namely subjects on English studies, Film and Television studies, British and Comparative Cultural studies and Psychology. In each lecture 50 tokens of metadiscourse were searched for in a continuous flow of discourse.

As different stages of lectures fulfil different functions, two lectures were studied right from the beginning and the other two from the body of the lecture, the actual content.

Metadiscourse in the introductory parts of the lectures was excerpted from the lecture on English studies (*Approaches to Virginia Woolf's A Biography 1928-* ahlc013) and Film and Television studies (*Medical Drama on TV-*ahlc014). The first one contained 275 tokens and the latter 464 tokens. The introduction of the latter was too short (counting 171 tokens with only 24 instances of metadiscourse) and in order to meet the criterion of 50 tokens from the continuous text, 293 more tokens had to be examined in order to find the remaining 26 instances of metadiscourse. In the analysis, metadiscourse found in the introductory section and in the content of the lecture will be compared with respect to the stage of occurrence.

The body of the lecture was analysed in the lecture on British and Comparative Cultural studies (*Black British Writing-* ahsem001) and Psychology (*Observational or Social Learning-*sslct027). The first lecture obtained 50 instances of metadiscourse within 337 tokens, the latter within 631 tokens.

In the end, 200 instances of metadiscourse were found in the corpus of 1 707 tokens and were further analysed.

3.2. Method

The analysis follows the interactional approach of metadiscourse, specifically Hyland’s model of metadiscourse in academic texts (2005). Within the corpus of 1 707 tokens 200 linguistic items having metadiscursive function were selected.

In the first step, Hyland’s list of the most frequent metadiscursive features was studied to become acquainted with possible candidates. Secondly, the corpus was analysed and the items explicitly referring to the audience, the speaker or the content of lectures were nominated, if and when they fulfilled Hyland’s criteria for metadiscourse. In the last step, their metadiscourse function was verified within a larger context. As the method implies, the character of this analysis is not quantitative and rather than selecting high numbers of profound metadiscourse expressions, it aims for the qualitative end. Selected items had to prove their metadiscursive nature in a more narrow sense. The analysis will develop in a more functional than linguistic manner.

While analysing the metadiscourse in Hyland’s tradition, several problems occurred. Specific parts of academic metadiscourse overlapped in their metadiscursive function. These instances of overlap will be discussed in detail later in the analysis. The most striking problem arose with the frame markers normally referring to the organization of the current discourse. In the lectures, speakers also attempted to frame a larger scope of discourse by framing the content of previous events or events to come. These remarks therefore did not correspond with the definition of frame markers:

“Frame markers signal text boundaries or elements of schematic text structure. I include here items used to sequence (such as *first, then, 1,2, a, b*), to label text stages (*to conclude, in sum*), to announce discourse goals (*I argue here, my purpose is*) and to indicate topic shifts (*well, now*). Items in this category therefore provide framing information about elements of the discourse.” (Hyland, 2004: 112).

For the instances framing larger context, a new category was established. Extended frame markers situate the content of the lecture within a larger frame (series of lectures, events in the whole term etc.). To demonstrate it clearly, the first example below represents how this study comprehends frame markers and extended frame markers, respectively.

*i know nothing of them and I wouldn’t imagine I couldn’t for the life of me imagine why any ex-slave would want to go to those places er so that so **that’s the beginning** I mean I had a lot of fun writing it*

i shall talk in more detail next term about the issues around Orlando's sex change and issues of er identity (ahlct013)

Not only the metadiscourse function, but also the realization form of metadiscourse was of interest to me. Each chapter describing individual metadiscursive categories will present an overview of the most frequent realization forms. To detect which expressions precisely act as metadiscourse in the speech, two categories were defined. Simple metadiscursive forms contain parts of speech (*an adverb, a conjunction, etc.*). Complex metadiscursive forms, on the other hand, appear in the form of phrases (*a noun phrase, a verb phrase, etc.*) and clauses. Such distinction helps assign the metadiscursive role to specific parts of the discourse.

Disregarded data

Several forms were disregarded from the analysis, concretely repeats and vague language, as not functioning as metadiscourse. There is an example of ignored repeats (false starts) where only the repeated token (*called*) was counted:

*i'm going to be showing a documentary er after the lecture ~~called~~ er i think it's **called** Docs on the Box (ahlct014)*

Also vague language is not considered as a form of metadiscourse. In the example below *couple of* gives only a rough estimation of time that is more than metadiscourse, a feature accompanying vague language:

it's part of the Docs on the Box er theme evening on B-B-C-two ~~couple of~~ er it was about three years ago now (ahlct014)

4. Analysis

In the analysis, 200 instances of metadiscourse extracted from four academic lectures were selected and studied according to interpersonal approach to metadiscourse. The spoken data was characterized following Hyland’s model of metadiscourse, which was broadened with a new category of extended frame markers.

4.1. General findings from all lectures

The analysis showed that interactional forms of metadiscourse (61.5 %) prevailed over interactive categories (38.5 %) in the excerpted sample. The small-scale character of this analysis does not allow any generalizations, but the results correspond with Hyland’s research (2010) on metadiscourse in the academic fields connected with Arts and Humanities and Social Sciences:

“In these fields, the writer is unable to draw to the same extent on empirical demonstration or trusted quantitative methods and so must work harder to build up a relationship with readers to persuade them of interpretations” (Hyland, 2010: 137).

Metadiscursive resources	Number of all tokens	% of all metadiscourse means
Interactional	123	61.5
Self-mentions	40	20.0
Hedges	28	14.0
Engagement markers	22	11.0
Boosters	22	11.0
Attitude markers	11	5.5
Interactive	77	38.5
Frame markers	29	14.5
Transitions	26	13.0
Code glosses	11	5.5
Extended frame markers	8	4.0
Endophoric markers	2	1.0
Evidentials	1	0.5
Total (interactive + interactional resources]	200	100.0

Table 3: Distribution of metadiscursive categories in lectures

Table 3 displays metadiscursive categories with respect to the frequency of their occurrence. The most frequently represented category was **self-mentions** (40 tokens) proving that a self-reference is an acceptable strategy in soft sciences (ibid.: 138). Experts involved in lectures are expected to carry out their personal evaluations and assessments based on respected academic facts.

(1) *er although some of the things i'll be saying obviously one can extrapolate and generalize to other medical dramas (ahlct014)*

The second most frequent category was **frame markers** (29 tokens), closely followed by **hedges** (28 tokens) and **transitions** (26 tokens).

The high number of transitions (ex. 2) and frame markers (ex. 3) can be related to the genre of lectures which have to be properly structured in order to be persuasive and intelligible. These features help students by offering orientation within a heavy information load. Frame markers and transitions serve to logically structure the author's arguments and secure unbroken continuity between individual parts of discourse. These features perform one of the Deroey & Taverniers (2011) functions of lectures, namely *aiding students' comprehension*, mentioned in the theoretical part of this paper.

(2) *and so i agreed to swap with him (ahlct013)*

(3) *er okay that's just er introduces (ahsem001)*

The third most prominent category was hedges, which is a crucial element for academic discourse (Mauranen, 2002). They are related to another function of lectures – 'Processing academic and disciplinary values' (Deroey & Taverniers, 2011). With the use of hedges, the author decreases the intensity of their arguments and standpoints. Hedges mainly reduce the level of certainty of author's propositions and signal to students that there is some space for negotiation. On the other hand, hedges protect the author to some extent from possible criticism and disagreement (Mauranen, 2002).

(4) *and this was the er large numbers of ex er s-, ex er black servicemen who **could have been** originally recruited while still slaves (ahsem001)*

In the following chapters, more detailed descriptions of each category will be given together with relevant examples from the analysis.

4.2. Interactional resources

Out of 200 metadiscursive expressions, 123 instances represented interactional metadiscourse. These instances actually entailed a highly interactive character of all examined lectures. Interactional metadiscourse involves readers in lectures, explicitly demonstrates authors'

positions towards the content and also adjusts a convenient level of intimacy among participants (Hyland, 2005: 49, 52).

Frequency of interactional metadiscourse in examined lectures

Category	Number of all tokens	% coverage
Self-mentions	40	32
Hedges	28	23
Engagement markers	22	18
Boosters	22	18
Attitude markers	11	9
Total	123	100

Table 4: Representation of interactional resources across all four lectures

Table 4 represents the percentage of coverage in the subcategories with respect to the total number of interactional metadiscursive means found.

The description and ordering of individual subcategories will proceed with respect to the frequency of representation in the data.

4.2.1. Self-mentions

The most productive metadiscursive category in the analysis were self-mentions with 40 tokens representing 20 % of all metadiscourse and covering 32 % of all interactional metadiscourse. Students are often discouraged from using self-referring expressions in their academic contributions, but in the case of academic researchers, self-mentions play an important part in their academic career. As Hyland puts it, self-mention

“plays a crucial interactional role in mediating the relationship between writers’ argument and their discourse communities, allowing them to create an identity as both disciplinary servant and creative originator“ (Hyland, 2005: 57).

Despite this fact, Hyland observed that there are various disciplinary differences in the use of self-mentions. The directly signalled presence of authors is found in all, but still much more frequently in soft sciences (ibid.) where self-mentions help boost the authors’ authority. Hard science, on the other hand, invokes the authors’ authority on the grounds of precise measurement and exact findings (ibid.: 148).

4.2.1.1. Realization forms of self-mentions

Self-reference was mostly expressed through the varied forms of a singular personal pronoun *I* in the subjective case (93 %), a singular personal pronoun in the objective case *me* (5 %), a possessive pronoun (2.5 %) and an exclusive *we* (2.5 %). The personal pronoun *I* was present in all four lectures, unlike the remaining forms.

(5) *the other kind of learning i talked about in my last lecture (sslct027)*

Self-mentions	Lectures	Number of tokens	% coverage
I	Ahlct013, ahlct014, ahsem001, sslct027	36	90.0
Me	Ahsem001	2	5.0
My	Ahlct013	1	2.5
We	Ahlct014	1	2.5
Total	X	40	100

Table 5: Realization forms of self-mentions

Interestingly, the different variation of the personal pronoun *I* always occurred within one particular lecture and this form was not found in others. *Me* was mentioned twice in the lecture on British cultural studies:

(6) *er Buckram and some of his cronies were one of er a number of a group of people who particularly interested me in eighteen century england (ahsem001)*

(7) *and i wouldn't imagine i couldn't for the life of me (ahsem001)*

My was heard once in the lecture on English:

(8) *part of my agenda (ahlct013)*

Exclusive *we* was found in the lecture on Film and Television studies:

(9) *we are addicted to (ahlct014)*

4.2.1.2. Self-mentions in the interpersonal model and the reflexive model of metadiscourse

Different approaches to metadiscourse and their practical impact on analysis can be demonstrated in the case of self-mentions. While interpersonal metadiscourse perceives all

self-referring expressions as metadiscursive (del, 2010: 79), reflexive metadiscourse includes under the self-reference only those instances which directly address the author.

So ex. 10 - 12 can be included in the interpersonal analysis, but it would be disregarded in the case of the reflexive approach. The exclusive *we* (ex. 10) does not refer to the speaker and his audience, but it defines all people addicted to the genre of medical dramas. Therefore it does not fulfil the reflexive criteria *speaker-writer qua speaker-writer or audience qua audience* and *world of discourse* and cannot be regarded as metadiscourse (see the del's model of metadiscourse in the theoretical part of this paper).

(10) *we are addicted to (ahlct014)*

In ex. 11 and 12, the speaker refers to "doing something in the physical world which has nothing to do with communication" (del, 2010: 79) and therefore is not perceived, according to the reflexive model, as metadiscourse.

(11) *i agreed to swap with him (ahlct013)*

(12) *i went down with the flu (ahlct013)*

4.2.1.3. *Self-mentions and their collocates*

In this analysis, the explicit reference to the author notably collocated with other metadiscursive categories. Speakers directly referred to themselves mostly when framing the content of the lecture:

(13) *i've not put on the handout (ahlct013)*

(14) *okay er so i'm going to be lecturing on Orlando (ahlct013)*

(15) *before talking about experiments i want to talk a bit about the kind of naturalistic data (sslct027)*

Self-mentions frequently collocated with attitude markers (ex. 16) and expressed speakers' evaluation of the content (ex-x. 17, 18):

(16) *i agreed to swap with him (ahlct013)*

(17) *but i know nothing of them (ahsem001)*

(18) *i had a lot of fun writing this book (ahsem001)*

The third metadiscursive category often supplemented with the personal pronoun *I* were extended frame markers. Together with extended frame markers, self-mentions contribute to a

better comprehension of the content as this cluster facilitates easier orientation in the discourse.

- (19) *i shall talk in more detail next term about the issues*(ahlct013)
 (20) *i said in my last lecture black squirrel that was a mistake it's black rats feeding off pine cones* (sslct027)

Lecturers also acknowledged their presence in the discourse, when they marked uncertain or debatable areas in lectures with hedges:

- (21) *i think i'm going to have time* (ahlct013)
 (22) *i'll call him the protagonist the main victim* (ahsem001)
 (23) *some of them i understand also settled in Bermuda* (ahsem001)

Lecturers confessed their presence also when providing additional information about the subject (code glosses):

- (24) *i mean i had a lot of fun writing this book* (ahsem001)
 (25) *i mean what i'll what i'll read with you* (ahsem001)

The personal pronoun *me* also occurred in the boosting prepositional phrase:

- (26) *i couldn't for the life of **me*** (ahsem001)

The speaker's strong projections into the discourse create a more personalised character of lectures where students can be individually addressed (Hyland, 2005: 72). Self-mention together with engagement markers evoke an atmosphere of face-to-face conversation.

- (27) ***you** remember i said that black rats get quite skilled at stripping the exterior off pine cones* (sslct027)
 (28) *I mean er what i'll read with **you*** (ahsem001)

Collocating metadiscursive categories	Interactive/interactional	Number of tokens
Frame markers	Interactive	12
Attitude markers	Interactional	8
Extended frame markers	Interactive	8
Hedge	Interactional	5

Endophoric marker	Interactive	2
Booster	Interactional	1
Engagement marker	Interactional	1

Table 6: Metadiscursive categories collocating with self-mentions

4.2.2. Hedges

Hedges were the third most numerous metadiscursive category in this analysis. With 28 instances, mitigating expressions represented 14 % of all metadiscourse found. Within interactional metadiscourse, this was the second most frequent category (representing 23 % of interactional metadiscourse). This fact proved that hedges are a frequent feature accompanying the academic discourse.

Hedges could be characterized as *a face saving strategy*. Authors are able to produce safe statements with a limited degree of commitment to what they say and still signal to students their preferable stance to proposition (Hyland, 2005: 52).

This study confirmed that hedges are mainly used to acknowledge uncertainty and to emphasize the subjectivity of authors' statements. Hedges operate more as opinions than pure facts in an academic environment and according to Hyland (1998: 445) this is the reason why they are so important for this genre.

4.2.2.1. Realization forms of hedges

Hedging was most often signalled by simple forms (57 %) and less frequently by complex forms (43 %). This result contradicts Hyland's findings (2004: 88) that hedges mostly occur in clusters.

Realization of hedges	Number of tokens	% coverage
Simple	16	57
Complex	12	43
Total	28	100

Table 7: Simple/complex forms of hedges

The realization forms of hedges ranged from simple adverbs (the most frequent form, ex. 29), lexical verbs (ex. 30) or adjectives (ex. 31) to more complex forms of verb phrases (the second most frequent realization form, ex. 32) and clauses (ex. 33).

(29) *perhaps they can also learn it (sslct027)*

- (30) *which **suggest** to people that this observational or social learning goes on (sslct027)*
- (31) *it is **possible** that the troops that show this behaviour have learned it by joint learning (sslct027)*
- (32) *you **would have realized** that (ahlct013)*
- (33) *so i'm going to **as it were hold** over part of my agenda (ahlct013)*

Realization of hedges	Number of tokens	% coverage
Adverb	10	36
VP	9	32
Lexical verb	5	18
Clause	3	11
Adjective	1	3
Total	28	100

Table 8: Realization forms of hedges

4.2.2.2. Acknowledgement of uncertainty

Hedging emerged in places where the lecturers were not absolutely sure about the presented content, and explicitly signalled this position to students. Uncertainty mainly shrouded less important facts that would not threaten the speakers' authority and argumentation. In the following examples, lecturers explicitly admitted the impossibility to fully determine certain terminology (*self*), to recall specific names (*Docs on the Box*), numbers (*about three covers*) or to find a suitable name for the concept in question (*the protagonist*).

- (34) *and the whole issue of the self **whatever that is** (ahlct013)*
- (35) *er called er i **think** it's called Docs on the Box (ahlct014)*
- (36) *er **think** there were about three covers of the Radio Times (ahlct014)*
- (37) ***can't really call it** well for the sake of er this i'll call him the protagonist (ahsem001)*

These examples predominantly point to lecturers' personal uncertainty (hedges noticeably collocated with self-mentions) and hesitation (*can't really call it*) which can partially be caused by the live performance in front of the audience and the pressure of passing time.

4.2.2.3. *Emphasizing the subjectivity of the author's position*

In the academic environment, which aims for objectivity, it is more than desirable to distinguish well-known facts from personal opinions. Such distinction is mostly indicated by the use of boosters (“taken for granted”) and hedges (“still uncertain”) (Hyland, 2004: 123). For students, hedges function as clues about authors' interpretation of reality and at the same time as indicators of debatable areas. For authors, mitigating expressions provide a layer of protection in case of possible rejection of their personal inferences (Hyland, 2005:52).

(38) *that's **just** er introduces well can't really call it well for the sake of er*
(ahsem001)

(39) *some of them i **understand** also settled in Bermuda er and the Bahamas*
(ahsem001)

(40) *and this was the er large numbers of ex er s-, ex er black servicemen who*
***could have been** originally recruited while still slaves (ahsem001)*

(41) *it is **possible** that the troops that show this behaviour have learned it by joint*
learning (sslct027)

These strategies (ex-x. 38 – 41) give students the opportunity to adopt a critical stance and consider other possibilities related to the information presented, and study the evidence supporting the suggested argument further (ibid., 2005: 68).

Hedges open a space for negotiations (ex. 42) and as such protect the authors against existing opposite interpretations in the field or against different views of their audience (ibid.). In the following example (40), the speaker confronts the students directly.

(42) *er you **might call** it makeover television tune in on a on prime time on a Friday*
night (ahlct014)

4.2.2.4. *Evaluation of content and comments on readership*

Hedges were also used to evaluate the content of lectures, as the following examples (43-44) clearly demonstrate, to increase the acceptance of the message (Hyland, 2010: 132). Evaluation of the subject was realized by the adverb *quite* moderating the force of the statement.

(43) *that gives **quite** a good history (ahlct014)*

(44) *now this is a **quite** skilled behaviour but it's very cunning way of getting*
termite out of (sslct027)

Hedging also softens criticism and builds the positive attitude of authors (Hyland, 2004: 56). The tendency to use positive evaluation over negative was also proved by Mauranen and her earlier research (2002). In the following example (45), the lecturer negatively evaluates (*too much*) his enthusiasm for the research and softens his evaluation with the use of the hedge (*probably*).

(45) *probably too much because er i am someone who loves research (ahsem001)*

4.2.2.5. Hedges, methodology and troubles

Some of the expressions were opened to **alternative interpretations**. Example 46 could have been interpreted as a hedge or a code gloss. On the one hand, the context of this proposition potentially implies that the author explains to students how they should understand the concept of the protagonist, which is in Hyland's perspective, the function of code glosses.

(46) *er okay that's just er introduces well can't really call it well for the sake of er this i'll call him the protagonist the main victim i'll say (ahsem001)*

However in this study, such instances are interpreted as a manifestation of uncertainty, when the author actually seeks a way to perceive or characterize the concept (in this case the main character of the book). Therefore these expressions will be included in the category of hedges, rather than code glosses.

Difficulties also arose with modal verbs and the correct determination of **which expressions function as metadiscourse** and which function more as propositions reflecting possibilities realistically arising in the real world. Even Hyland (2004: 88) commented on the overlapping interpretations of modal verbs (i.e. epistemic modality reflecting the writer's conviction versus the case of the external circumstances). He stated that the crucial point in such decision-making is the context.

Examples 47 and 48 are considered to be hedges because they are explicitly linked with the world of discourse, therefore are perceived as metadiscursive means.

(47) *can't really call it well for the sake of er this (ahsem001)*

(48) *you might call it makeover television tune (ahlct014)*

On the other hand, examples in 49 and 50 reflect actual abilities of chimps emerging in the real world and as such do not work on the basis of metadiscourse.

(49) *we know they **can learn** individually through Pavlovian conditioning (sslct027)*

(50) *for example animals **might learn** from one another (sslct027)*

4.2.3. Engagement markers

The direct contact with the audience was found in 22 instances. Engagement markers covered 11 % of all metadiscourse and 18 % of all interpersonal metadiscourse found.

4.2.3.1. Realization forms of engagement markers

Engagement markers	Number of tokens	% coverage
Simple forms	15	68
Complex forms	7	32
Total	22	100

Table 9: Simple/complex forms of engagement markers

Direct address mostly took the form of the personal pronoun *you* (ex. 51), inclusive *we* (ex. 52), the generic pronoun *one* (ex. 53) and one *lexical verb* in an imperative mood (ex. 54).

(51) *if **you** have been looking at (ahlct013)*

(52) *so **we** will be seeing that anyway er after after this lecture (ahlct014)*

(53) ***one** can extrapolate and generalize to other medical (ahlct014)*

(54) ***imagine** why ex-slave would want to go to those places (ahsem001)*

Complex forms of addressing were realized by a noun phrase (ex. 55), a verb phrase in the form of imperatives (ex. 56), clauses (ex. 75) and questions (ex. 58).

(55) ***those of you** (ahlct013)*

(56) *so again another incentive **to go and use it** (ahlct013)*

(57) *the privilege of **you know** (ahsem001)*

(58) ***what might they learn** (sslct027)*

4.2.3.2. Functions of engagement markers

Focusing attention

During lectures, students must gather a wealth of information in a limited amount of time. Such an event is very demanding for their attention span. Therefore lecturers tend to use

several strategies to refresh their audiences' cognitive abilities. To focus students' attention, lecturers often use questions (ex. 59) and imperatives (ex. 60).

(59) *the question arises to what extent do chimps learn this skill by watching their mothers (sslct027)*

(60) *imagine why ex slave would want to go to those places (ahsem001)*

Being discourse participants

Engagement markers involve the audience as discourse participants in two ways. Firstly, the speakers talk from the position of authority and address the audience through the use of second person pronouns (ex-x. 61, 62). This strategy builds a kind of psychological barrier between them (*I*) and recipients (*you*). Secondly, lecturers also use *inclusive we* to signal more open and equal relationship and refer to students as community members (ex. 63). The choice of engagement markers increases or decreases the level of proximity with their audience.

(61) *for example if you look at different colonies or troops (sslct027)*

(62) *you might call it makeover television tune in on a on prime time (ahlct014)*

(63) *these are the kind of things that we know they can learn individually through Pavlovian conditioning (sslct027)*

Guiding the audience to certain interpretations

Engagement markers have the ability to aim at students' interpretation of discourse. Hyland explains that through engagement markers:

“writers are able to claim collegiality and authority as they anticipate reader objections, stepping in to voice their concerns and views” (Hyland, 2005:152).

(64) *you would have realized (ahlct013)*

(65) *one can extrapolate and generalize to other medical dramas (ahlct013)*

(66) *you find that different ch-, troops show different behaviours (sslct027)*

4.2.3.3. *Engagement markers overlapping with endophoric markers*

In some cases, certain parts of the discourse can vacillate between endophoric markers and engagement markers. Ex. 67 refers back to a particular part of discourse and recalls important facts related to the current speech. Therefore *you remember* could function as an endophoric marker.

(67) *you remember i said that black rats get quite skilled at stripping the exterior off pine cones (sslct027)*

Nevertheless, for the purpose of this study these instances are interpreted as engagement markers because the chosen form primarily addresses the audience, focuses students' attention and involves the participants in the current discourse.

4.2.4. Boosters

Boosting expressions, unlike hedges, express a high level of certainty in the content delivered. They also promote mutual comprehension between participants of the lecture. Like hedges, boosters show the authors' desired interpretations but with a higher level of commitment to what is being said. Boosters bestow higher reliability to the statements and they are features mainly occurring in the discourse of experts in academic fields (Hyland, 2004:123).

Boosters covered (with 22 tokens) 11 % of all metadiscursive features in this analysis. The examined parts of lectures showed a higher percentage of hedges (than boosters) so it implies that the tone of lectures was rather cautious and gave listeners more space for alternative interpretations and further negotiations (Hyland, 2005: 53).

4.2.4.1. Realization forms of boosters

The distribution of boosters' forms was similar to that of hedges. Like hedges, boosters were mainly realized by simple forms (52 % of all boosters), mostly adverbs. Complex forms closely followed with 48 % and provided a broad array of forms.

Proportion of simple/complex realization forms

Realization of booster	Number of tokens	% coverage
Simple	12	55
Complex	10	45
Total	22	100

Table 10: Simple/complex forms of boosters

An overview of realization forms with respect to their frequency within their category

Realization of booster	Number of tokens	% coverage within boosters
Adverb	11	50.00
PP	6	27.30
VP	1	4.54
Adjective	1	4.54

NP	1	4.54
Clause	1	4.54
Combination	1	4.54
Total	22	100

Table 11: Realization forms of boosters in lectures

Complex realization forms were comprised of five different categories. The most frequent were prepositional phrases covering 27.30 % of all boosters (ex. 68). Other complex boosting forms included single representations of a verb phrase (ex. 69), a noun phrase (ex. 70), a clause (ex. 71) and a combination of an adverb and a modal verb (ex. 72).

(68) *and **of course** they give a strong visual hint on the cover about the answer*
(ahlct014)

(69) *bits of information like that **do get relayed*** (ahlct013)

(70) ***a well known behaviour** observed* (sslct027)

(71) *these are the kind of things that **we know** they can learn individually* (sslct027)

(72) *the privilege of you know you **just have to** share it* (ahsem001)

Simple forms are comprised of only two parts of speech, adverbs and adjectives. Adverbs was not only the most numerous category within simple realization forms, but also the most frequent form of booster used in the whole analysis (11 instances, i.e. 50 % of all boosting expressions).

Boosting adverb	Number of tokens	% coverage
Obviously	3	27.25
Yeah	3	27.25
Actually	1	9,1
Really	1	9,1
Particularly	1	9,1
Just	1	9,1
Simply	1	9,1
Total	11	100

Table 12: Boosting adverbs in lectures

Prepositional phrases as boosters (and popularity of boosting “of course“)
Boosting prepositional phrases were present only in only three lectures (none in the lecture on English studies). Hyland also frequently illustrated *of course* in the role of a booster (1998: 443; 2004: 87; 2005: 43, 222); claiming:

“one way writers can negotiate the status of their claims is to use devices that help to establish their own definition of the situation, strategically presenting information as consensually given” (Hyland, 2004: 100).

(73) *and of course there’s that playful use of the word addicted (ahlct014)*

Lecture	Of course	For the life of me
Ahlct014	2	X
Ahsem001	2	1
Sslct027	1	X
Total	5	1

Table 13: Boosting prepositional phrases

(74) *and i wouldn’t imagine i couldn’t for the life of me (ahsem001)*

Booster in ex. 74 could be paraphrased as *i couldn’t absolutely/at all imagine* therefore it is also perceived as a booster and included in the analysis.

Self-affirmation and the adverb *yeah*

While analysing the lecture Medical Drama on TV (ahlct014), it became apparent that the lecturer’s favourite boosting expressions were the adverbs *obviously* and *yeah*. The latter adverb did not appear in any of the remaining three lectures and its usage helped the lecturer to ensure himself of his utterance (ex. 75). *Yeah* was detected three times in that particular lecture. At the same time, the lecturer accentuated his proposition through repetition, which is also the means of emphasis.

(75) *it should have been George Clooney obviously but er B-B-C were showing Chicago Hope er so they can be er they were seen as sexy and post-modern medical dramas (100) yeah sexy and post-modern (ahlct014)*

4.2.4.2. *Acknowledgement of certainty*

Lecturers normally perform the role of experts in the field and therefore act as an authority in the lecture. From this position, they tend to use persuasive expressions that would not be appropriate if used (to the same degree) by students. Nevertheless, lecturers must carefully think about the level of certainty they plan to display in their discourse, because too many boosting expressions may lead to the suspicious notion of exaggeration and a loss of credibility (Hyland, 1998: 440, 445; 2005: 98).

As mentioned above boosting increases the confident voice of academic speech (ex-x. 76, 77), because it does not provide enough space for possible alternative interpretations (Hyland, 2005: 52). Authors have to be aware that their arguments that possess a high level of certainty can be challenged and therefore they tend to emphasize only well substantiated claims.

(76) *today er the power genre is **obviously** something different (ahlct014)*

(77) *and **of course** they give a strong visual hint on the cover about the answer (ahlct014)*

Like hedges, the use of boosters can also be linked with the evaluation of content. Authors explicitly signal their interpretation to the audience and this inspires an intense authoritative feeling to the discourse (Hyland, 2004: 123).

(78) *well there is lots of **apparent**² evidence which has been interpreted as evidence of social learning (sslct027)*

4.2.4.3. *Emphasizing mutual experience*

Boosters are also used to stress mutual experience, which inconspicuously leads the audience to share conclusions with the speaker. By emphasizing mutual experience, authors can easily transform their inferences into credible facts (Hyland, 2005: 53) and at the same time evoke the feeling of group membership (Hyland, 2004: 87).

Example 79 clearly demonstrates that *inclusive we* transformed students to equal members of the academic community and the unquestionable validity of *well-known* (in ex. 80) marked expected shared knowledge.

(79) *these are the kind of things that **we know** they can learn individually through Pavlovian conditioning (sslct027)*

(80) *there's a behaviour i-, **a well known behaviour** observed in chimps (sslct027)*

The choice of boosters or hedges indicates not only the degree of authors' conviction about the content, but also reflects the relation to the audience. With the use of hedges, authors gently tickle students' critical thinking and give them the opportunity to take a different stance (ibid.: 88). The use of boosters does not take into account the existing views of recipients and directly assigns them the position of authors. These strategies demonstrate

² Discursive interpretation of *apparent* also found in Hyland (2004: 192)

authors' stance and expectations and signal the preferable information. The use of hedges or boosters serves as a very useful instructional tool for novice students to correctly indicate what the author considers as established facts and when he is willing to leave some space for negotiation (Hyland, 2005: 170).

4.2.4.4. *Problematic cases*

The adverb *just* is multifunctional in its metadiscursive use. In some contexts, it can fulfil the function of a hedge. Hedging *just* (ex. 81) can be paraphrased with *sort of, kind of* (Mauranen & Lindemann, 2001: 7).

(81) *that's just er introduces well can't really call it well for the sake of er*
(ahsem001)

In a different environment *just* can have an emphasizing function. To classify the adverb correctly, this analysis used the criteria of Mauranen & Lindemann (2001:10) and marked as boosters those instances of *just* which could be substituted by *absolutely, really* etc. (ex. 82, 83).

(82) *that you come across that you just can't refuse the reader the privilege*
(ahsem001)

(83) *the privilege of you know you just have to share it* (ahsem001)

4.2.5. *Attitude markers*

The least numerous interactional metadiscursive category counts only 11 tokens, representing 5.5 % of all metadiscourse found. The analysed parts of lectures contained far more complex forms of attitude markers (73 %) than simple realizations (27 %). Attitude markers provide the audience with highly personal evaluations of the author and explicitly reveal his personal intentions and desired interpretations that the audience should make of presented information (Hyland, 1998: 449).

Interactional resources	Number of tokens	% coverage
Complex	8	73
Simple	3	27
Attitude markers	11	100

Table 14: Proportion of simple/complex attitude markers

4.2.5.1. *Realization forms of attitude markers*

Verb phrases were the most common realization form of attitude markers discovered in the analysis. All of them notably bonded with self-mentions and this cluster contributed through highly personal comments to a friendly atmosphere in the lectures (Hyland, 2005: 83). Ex. 84 captured a personal confession of the speaker, where he/she comments on the motivation for his/her research. Such a remark is not essential for the comprehension of the subject, but more likely represents the speaker's effort for establishing a closer relationship with the audience (also demonstrated in ex. 86).

(84) *and i **wouldn't imagine** i couldn't for the life of me (ahsem001)*

Two noun phrases fulfilled the function of evaluation (ex. 85) and also induced proximity through a speakers' highly personal comment about their personality (ex. 86).

(85) *there's **a good reason** for keeping up with the newsgroup (ahsem013)*

(86) *probably too much because er i am **someone who loves research** (ahsem001)*

Complex realization of attitude markers	Number of tokens	% coverage
VP	3	37.5
NP	2	25.0
PP	1	12.5
AdjP	1	12.5
Clause	1	12.5
Total	8	100

Table 15: Complex realization of attitude markers

Simple forms

Only three simple forms of attitude markers were found in the analysed parts of the lectures. According to Hyland's findings (ibid.: 53), they were mostly formed by simple attitude verbs (*agree, interest*) and uncharacteristically by one noun (*incentive*). Sentence adverbs also very frequently belong among attitude markers, but none were found in the examined scope of lectures.

(87) *i **agreed** to swap with him (ahlct013)*

(88) *so another **incentive**³ to go and use it (ahlct013)*

³ The use of the noun *incentive* expresses the author's personal conviction about the importance of watching newsgroup on websites

Simple realization of attitude markers	Number of tokens	% coverage
Lexical verb	2	67
Noun	1	33
Total	3	100

Table 16: Simple realization of attitude markers

4.2.5.2. *The emotional character of attitude markers*

At first glance, attitude markers could resemble hedges and boosters because they are employed to express authors' evaluation of the content. Unlike hedges and boosters, attitude markers do not comment on the reliability or true conditions of the proposition (ibid.). They function more like emotive assessments and therefore they usually entail a surprise, an obligation, an agreement (ex. 89) or importance (Hyland, 2004: 113).

(89) *i **agreed** to swap with him (ahlct013)*

(90) *and in fact i **had hoped** to do more than that (ahlct013)*

Especially the verbs *agree* and *hope* perfectly fit the category of attitude markers (Hyland, 2005: 34) because they explicitly mirror the author's attitude (ex. 90) and desires.

Authors use attitude markers to manifest their relation to the subject (ibid.:70) and they also mediate a closer bond with the audience (as discussed earlier). In the case of this analysis, attitude markers also demonstrated speakers' enthusiasm for the subject of the lecture (ex. 91, 92).

(91) *er Buckram and some of his cronies were one of er a number of a group of people who particularly **interested** me in eighteen century england (ahsem001)*

(92) *i **can lose myself in it to a ridiculous degree** and er the thing is with a with so- (ahsem001)*

Personal remarks in speech also contribute to a more informal tone in the lecture and may break the expert-novice boundary. A more relaxed atmosphere can result in students' easier absorption of the content (Hyland, 2005: 99).

4.2.5.3. *Means of passing the community's values and solidarity upon students*

Attitude markers also boost the lecturer's respectability and professionalism. As a leading representative of the field, lecturers transmit convenient values and perception towards the content and indicate which ones are perceived as desirable. Attitude markers signal the speaker's expertise and gently direct students' evaluation (ex. 93) of the facts (Hyland, 2004: 125).

(93) *that gives quite a good history anyway it's **very good** actually gives e-, quiet a good history of the development of the medical (ahlct014)*

Such evaluations induce more persuasive force in lecturer's arguments and the reliability of proposed evidence. What Hyland claims for written academic discourse corresponds with the findings of this analysis (ex. 93):

"in academic writing attitude is frequently expressed through the grading of ideational content, particularly the force by which writers convey their judgements" (Hyland, 2005.: 149).

According to Hyland (2004), attitude markers conveying surprise or importance are mainly found in soft sciences. They subtly signal to students what they are expected to do, notice and perceive as important. In this analysis, such a tendency was observed when the lecturer recommended his students working with a newsgroup (ex. 94), while preparing for his lecture. The repeated appeal (ex. 95) reflects Hyland's findings from discourse of academic textbooks (Hyland, 2004: 125) where the students are also often advised to take the same standpoint as the author. In ex. 94 and 95, the position of the author has a form of an indirect command and the importance works on the basis of a stressed impersonal recommendation (rather than the author's direct personal confession of what he wants students to do).

(94) *there's **a good reason** for keeping up with the newsgroup (ahlct013)*

(95) *so another **incentive** to go and use it (ahlct013)*

4.3. **Interactive resources**

Interactive features of metadiscourse serve to organize the discourse into a coherent and persuasive unit, which is adapted to students' existing background knowledge and their probable knowledge processing. Hyland's interactive categories of metadiscourse were expanded with a new category of extended frame markers.

Interactive metadiscourse represented 38.5 % of all metadiscourse in the lectures. The need to offer well-structured content and logical argumentation in lectures corresponds with the two most numerous interactive categories found: frame markers and transitions representing 38 % and 34 % of all interactive metadiscourse, respectively. The third most frequent interactive category was code glosses (14 %), which provide students with extra information further explaining the topic.

The general findings in interactive metadiscourse imply that lecturers paid special attention to the organization of discourse and carefully guided students through their speech. At the same time, speakers attempted to provide enough information about the topic in order to secure students' comprehension.

Interactive category	Number of all tokens	% coverage
Frame markers	29	38
Transitions	26	34
Code glosses	11	14
Extended frame markers	8	10
Endophoric markers	2	3
Evidentials	1	1
Total	77	100

Table 17: Representation of interactive resources in all lectures

Like interpersonal metadiscourse subcategories, interactive categories of metadiscourse will be ordered with respect to their frequency in the lectures.

4.3.1. Frame markers

Lectures are lengthy complex units where one can easily get (under the load of information) confused or lost. Frame markers are a means which explicitly name coming stages of discourse, announce goals of the speech and directly signal topic shifts to ensure easier orientation within the structure of lectures. In other words, frame markers provide a well-structured frame for the content of lectures.

4.3.1.1. Realization forms of frame markers

Frame markers represented the most numerous category of all interactive metadiscourse. Far more complex frame markers occurred in the analysis (59 %). They largely took the form of

a combination of discourse markers (ex. 96), fixed expressions (ex. 97), clauses (ex. 98), noun phrases (ex. 99) or verb phrases (ex. 100).

Realization of frame markers	Number of tokens	% coverage
Complex	17	59
Simple	12	41
Total	29	100

Table 18: Simple/complex frame markers

- (96) *okay er so i'm going to be lecturing on Orlando (ahlct013)*
 (97) *as far as the history of the medical drama goes on TV (ahlct014)*
 (98) *er so that that's the beginning (ahsem001)*
 (99) *i'm going to concentrate on three main aspects today (ahlct013)*
 (100) *before talking about experiments i want to talk a bit about the kind of naturalistic data (sslct027)*

Simple realization forms represented 41 % of all frame markers and occurred mostly in a form of a discourse marker (ex. 101) or an adverb (ex. 102).

- (101) *i went down with the flue er so those of you who read (ahlct013)*
 (102) *now this is a quite a skilled behaviour but it's very cunning way of getting termites out of mounds (sslct027)*

4.3.1.2. Determining so as a frame marker

Conjunction *so* offered two metadiscourse interpretations in the analysis, functioning either as a transition, or a frame marker (or both).

In this analysis, *so* functioning as transition was included when it could be paraphrased with *as a consequence of this*, which clearly expresses the causative relation evolving the argument. Therefore, the example 103 functions as a transition in the analysis.

- (103) *last week's lecture had been changed round because namex namex had to be somewhere else today and so i agreed to swap with him (ahlct013)*

Frame marking *so*, on the other hand, can be substituted with another discourse markers *okay* or *now*, e.g. when sequencing the lecture (ex. 104).

- (104) *it saves my time i only have to do it once and send it rather than start f-, copying more paper okay er so i'm going to be lecturing on Orlando (ahlct013)*

4.3.1.3. *Functions of frame markers*

Speakers used frame markers in order to carefully structure and guide the audience through the long and challenging content of lectures. Four motivations for using the framing expressions were observed.

Functions of frame markers	Number of tokens	% coverage
Topic shift	14	48.27
Sequencing	7	24.14
Announce goals	7	24.14
Concrete scheme of the topics	1	3.45
Total	29	100

Table 19: Functions of frame markers

Topic shifts

When closing one part of the lecture and moving to another stage, speakers explicitly signal this movement to students. In the examples below (105-107), the closing of the introductory section is signalled by the discourse marker *so*, *okay so* and *well*. In order to notice the topic shift, wider context must be provided.

(105) *i shall talk in more detail next term about the issues around Orlando's sex change and the whole issue of the self whatever that is so today is going to be as it were part one of my approaches to Orlando (ahlct013)*

(106) *what i want to concentrate on is Cardiac Arrest mostly er although some of the things i'll be saying obviously one can extrapolate and generalize to other medical dramas and other programmes as well okay so i'm going to start er hot docs (ahlct014)*

(107) *er the terminology i'll be using is that i'll be talking about quite a lot of experiments where some animals as observers that is they perform something or behave in a certain way and we want to know what the observers learn from watching the demonstrators or models well what might they learn basically two kinds of things (sslct027)*

Sequencing

Sequencing names particular stages of the discourse. In this analysis, speakers presented necessary introductory background about the topic and marked the introduction beforehand (ex. 108), or at the end (ex. 109).

(108) *before talking about experiments i want to talk a bit about the kind of naturalistic data (sslct027)*

(109) *er so that **that's the beginning** i mean i had a lot of fun writing this book (ahsem001)*

Sequencing and a topic shift often cooperate to logically structure the content of lectures, as demonstrated in ex. 110. The speaker describes a particular activity of chimps, then signals his intention to change the topic (*now*), hints at the problem and develops his argument through the use of transition (*and more to the point*) and eventually explicitly names the main topic (*the question arises*).

(110) *eventually termites will crawl on to the stick at which point the chimp whips the stick out and eats the termites off the stick **now** this is a quite a skilled behaviour but it's very cunning way of getting termites out of mounds and it's shown by some chimps and not others and more to the point young chimps have been observed watching their mothers do this and so **the question arises** to what extent are the young rats learning this skill by watching their mothers (sslct027)*

Announce goals

The revelation of goals, claims and other upcoming actions (ex. 111) occurred in all four lectures. Announcement of goals and aims was mainly expressed by pattern I (self-mentions) *auxiliary/modal verb + going to* (ex-x. 112-114).

(111) *i'm going to be lecturing on Orlando (ahlct013)*

(112) *i'm going to concentrate on three main aspects today (ahlct013)*

(113) *i think i'm not going to have time to do more than that in an hour (ahlct013)*

(114) *i mean er what i'll what i'll read with you (ahsem001)*

Concrete scheme of the topics

Only once the speaker specifically listed the individual topics of the lecture beforehand:

(115) *i'm going to concentrate on **three main aspects** today the biographical aspect the whole issue of parody and issues about er relationship to history (ahlct013)*

In other lectures, the topics were introduced more vaguely.

(116) *so what i want to concentrate on is Cardiac Arrest mostly er although some of the things i'll be saying obviously one can extrapolate and generalize to other medical dramas and other programmes as well (ahlct014)*

4.3.2. Transitions

The second most frequent interactive category was transitions (26 instances, 34 % of interactive metadiscourse). The role of transitions is to “signal additive, causative and contrastive relations in the writer’s thinking, expressing relationships between stretches of discourse” (Hyland, 2005: 50). It is not the linking events in the real world that is in question. Only conjunctions linking arguments and metadiscourse are perceived as transitions. On the one hand, transition markers enable the audience to correctly interpret relations between different parts of discourse. On the other hand, these instances help lecturers form convincing arguments which manoeuvre the students to required interpretations.

In this analysis, transitions were defined as “means expressing relations between main clauses” (ibid.: 49).

4.3.2.1. Realization forms of transitions

In the analysed sample, transitions were represented by coordinating conjunctions. Lecturers most often made use of additive connections between arguments (ex. 117). The causative (ex. 118) and contrastive relations (ex. 119) were signalled less frequently.

(117) *so i’m going to be lecturing on ... **and** i’m going to concentrate on (ahlct013)*

(118) *er think there were about three covers of the Radio Times that had references to medical dramas on it **er so** the Radio Times was quick to cash in on er what had become this power genre of the mid-nineteen-nineties (ahlct014)*

(119) *some of them er i understand also settled in Bermuda er and the Bahamas **but** i know nothing of them and i wouldn’t imagine i couldn’t for the life of me (ahsem001)*

Conjunctions	Number of tokens	% coverage
And	17	65.4
But	5	19.2
So	4	15.4
Total	26	100

Table 20: Representation of conjunctions functioning as transitions

Conjunction *and*

Interestingly, the coordinating conjunction *and* tended to collocate with the first person personal pronoun commenting on the organization (ex. 120) and goals (ex. 121, 122) of the lecture (except ex. 123):

- (120) **and** *i've not put on the handout* (ahlct013)
(121) **and** *i'm going to concentrate on* (ahlct013)
(122) **and** *i shall talk in more detail* (ahlct013)
(123) **and** *i wouldn't imagine i couldn't for the life of me* (ahsem001)

In three cases, *and* was accompanied with a booster in the form of fixed expression *of course*, which gives the argument more persuasive power and reinforces the preceding content:

- (124) *er so the Radio times was quick to cash in on er what had become this power genre of the mid-nineteen-nineties the medical dramas they were seen by the Radio Times as sexy and post-modern and of course they give a strong visual hint on the cover about the answer* (ahlct014)
(125) *ok so why we're addicted to medical dramas answer Helen Baxendale Mandy Patinkin should have it should have been George Clooney obviously but er B-B-C were showing Chicago Hope er so they can be er they were seen as sexy and post-modern medical dramas yeah sexy and post-modern and of course there's that playful use of the word addicted* (ahlct014)
(126) *Buckram and some of his cronies were one of er a number of group of people who particularly interested me in eighteenth century England in the black population of London and this was the er large numbers of ex er s-, ex er black servicemen who could have been originally recruited while still slaves er in the American colonies and had joined with the loyalist side and of course after the British lost that particular campaign they er thousands of them left the er eastern seaboard ports and settled either in Liverpool or London* (ahsem001⁴)

4.3.2.2. *Problematic determination of transitions*

The boundary between metadiscourse and the propositional function of conjunctions is blurred. In many cases, both interpretations are possible (see example 126). It proved to be impossible to find a unified method and settle general conditions for determining their function. The key role in the decision-making was played by the context. Some instances

⁴ The boundary between propositional and metadiscursive function of this *and* is not so straightforward. *And* can develop the ongoing discourse by adding more factual information (propositional function), but the use of the conjunction, with respect to the following discourse, can also orient students towards the speaker's intended interpretations. The use of the booster (*of course*) implies, in my perspective, that the conjunction *and* is used as a metadiscourse feature because these statements serve as an introduction for later statements on the everyday life of people of all classes in these places; *and* (and following information) can just prepare a floor for the ongoing discourse.

were clearly propositional (linking events in the real world) and therefore were not considered as metadiscourse (ex-x. 127, 128).

(127) *whereas the troops that don't show it have simply not had any demonstrators around so haven't had the opportunity to learn similarly*⁵(sslct027)

(128) *chimps in some colonies have learned to get twigs or branches trip off the leaves from these twigs so they are nice and thin and pointed and poke the twigs down the holes into the termite mound sit and wait*⁶ (sslct027)

On the other hand, some cases unambiguously demonstrated the metadiscourse function of conjunctions. They referred to the internal discourse (ex. 129) and introduced more information to support lecturers' argumentation (ex. 130).

(129) *perhaps they can also learn it to some extent by watching other animals and the two sections of this lecture refer to experiments in which these two potential kinds of social learning are studied* (sslct027)

(130) *and more to the point* (sslct027)

But in many other cases, the decision was not so straightforward. Ex. 131 can be interpreted as mere linking events in time (introduction and then listing actual topics of the lecture), or as reflecting the speaker's thinking and expressing the relations between different parts of the discourse. This study adopted the latter interpretation.

(131) *so i'm going to be lecturing on Orlando Orlando A Biography today and i'm going to concentrate on three main aspects today* (ahlct013)

4.3.3. Code glosses

Novice students repeatedly encounter new terminology and information while studying. To become acquainted them with new knowledge and environments, lecturers have to provide students with additional explanations for some terms and concepts. Code glosses are the result of the author's "predictions about the reader's knowledge-base" (Hyland, 2004: 112). In this research, additional explanatory information was given to students 11 times (representing 5.5 % of all metadiscourse).

⁵ There is a causal relationship between the propositions of "the troops" not having had any demonstrators and "the troops" not having had the opportunity to learn (ex. 125)

⁶ Conjunctions link events in a real world (the causative and additive relations) and therefore do not have metadiscourse function (ex. 126)

4.3.3.1. *Realization forms of code glosses*

Code glosses were most often signalled by lexical verbs (ex. 132), prepositional phrases (ex. 133), clauses (ex. 134) and once by a noun phrase (ex. 135).

Realization form	Simple/complex	Number of tokens	% coverage
Lexical verb	Simple	4	36.4
PP	Complex	3	27.3
Clause	Complex	3	27.3
NP	Simple	1	9.0
Total	X	11	100

Table 21: Representation of code glosses

(132) *er **called** er i think it's called Docs on the Box (ahlct014)*

(133) ***for example** some troops of chimps build nests in trees others don't (sslct027)*

(134) *where a skilled chimp chimps feed off termites **which are little ant-like creatures which live in mounds** (sslct027)*

(135) *er **another example** of a similar kind which i mentioned in my last lecture (sslct027)*

4.3.3.2. *Function of code glosses*

Code glosses performed four different functions across all four lectures.

Exemplifying

The lecturer on sociology recalled the content of his previous lectures and accessed extra information and exemplification for his students. These contributions should result in students' better comprehension of *what sorts of associative learning* there are (ex. 136) or the acceptance of the concept of *social learning* (ex. 137).

(136) *basically the two kinds of things that they might learn correspond to the two kind of individual sorts of associative learning i've been talking about in these lectures so far **for example** animals might learn from one another (sslct027)*

(137) *well there is lots of apparent evidence which has been interpreted as evidence of social learning **for example** if you look at different colonies or troops of chimps the same species but living in different parts of Africa you find the difference (sslct027)*

Explaining terminology

Being a novice in an academic environment, one must familiarize himself with related terminology and concepts. Lecturers are aware of students' limited knowledge of the subject and therefore provide some terms with explanations:

(138) *where a skilled chimp chimp feeds off termites **which are little ant-like creatures which live in mounds*** (sslct027)

Rephrasing the content

In several cases, lecturers were uncertain about student's understanding and therefore reformulated their discourse in order to ensure that their intended meaning would be accurately decoded.

(139) *can't really call it well **for the sake of er this i'll call him the protagonist***⁷
(ahsem001)

(140) *i know nothing of them and i wouldn't imagine i couldn't for the life of me imagine why any ex-slave would want to go to those places er so that that's the beginning i **mean** i had a lot of fun writing this book* (ahsem001)⁸

(141) *you just can't refuse the reader the privilege of you know you just have to share it i **mean** er that i'll what i'll read with you i mean for the the there are examples form example* (ahsem001)

In example 142, the lecturer corrected his previous false statement so the students have real data at their disposal.

(142) *i said in my last lecture black squirrel **that was a mistake** it's black rats feeding off pine cones* (ssct027)

Example (143) was not included into the category of code glosses, even though it could possibly have such interpretation. The clause *i'll say* narrows the possibilities of how the speaker perceives the character of the book and, on the one hand, it may signal to students his intended interpretation. Up to this point, it would function as a code gloss. But on the other hand, the clause can also express some degree of uncertainty about how to grasp the concept of the main figure and as such functions as a hedge. For the purpose of the study, the

⁷ The speaker reveals his thinking process in order to find an appropriate term for the main character and explicitly communicates to students how he or she understands the figure – he guides the listeners through the speech

⁸ Even Deroey & Taverniers (2011: 9) evaluate *mean* as an overt cue of reformulation; in this case it points and further explains the author's relationship to the subject

following example marks uncertainty in expert performance and is placed in the category of hedges.

(143) *i'll call him the protagonist the main victim **i'll say** (ahsem001)*

Elaborating the content

Code glosses mark additional information and expand the scope of the emerging proposition. In example 144 and 145, the lecturer signalled to the audience what medical dramas are important for the lecture. Two audio-visual materials are explicitly introduced with the lexical verb *called*.

(144) *as far as the history of the medical drama goes on TV er i'm going to be showing a documentary er after the lecture er **called** er i think it's called Docs on the Box (ahlct014)*

(145) *and in in that theme night there was a documentary **called** Playing Doctors (ahlct014)*

4.3.4. Extended frame markers

Along with frame markers, other organizing instances occurred which did not structure the actual content of lectures, but positioned the discourse within a larger scale. Extended frame markers situated the content within:

the series of lectures (ex. 146).

(146) *correspond to the two kind of individual sorts of associative learning that **i've been talking about in these lectures so far** (sslct027)*

the lectures and subsequent activities (ex. 147):

(147) ***i'm going to be showing a documentary after the lecture** (ahlct014)*

the academic terms (ex. 148, 149)

(148) ***i shall talk in more detail next term** (ahlct013)*

(149) ***so i'm going to as it were hold over part of my agenda till next term when i lecture on modernism** (ahlct013)*

4.3.4.1. The description of a new category of extended frame markers

These features balance somewhere between a wider framework of frame markers and endophoric markers. Like endophoric markers, they refer to other parts of lectures and stimulate a

“recovery of the writer’s meanings, often facilitating comprehension and supporting arguments by referring to earlier material or supporting arguments by referring to earlier material or anticipating something yet to come” (Hyland, 2005: 51).

Like frame markers, extended frame markers set discourse boundaries, directly signal speakers’ aims and structure their arguments. But unlike frame markers, they do not organize the actual discourse. The speakers’ attempt to link their lectures with other sections of the course happen for two reasons: firstly to facilitate students’ orientation in their actual speech (linking the current discourse to previous/upcoming information) and secondly to position the content of the lecture within a wider context. In this sense, such instances function as frame markers which structure an extended discursive unit.

(150) *the other kind of new learning **i talked about in my last lecture** is learning new actions (sslct027)*

(151) *it consists of interviews with er well the programme makers medical dramas and that gives quite a good history anyway it’s very good actually gives g-, a good history of the er er development of the medical drama in in the U-K and in the U-S so **we’ll be seeing that anyway er after after this lecture** (ahlct014)*

To sum up, extended frame markers situate the current discourse into the upcoming or previous events or lectures. For the purpose of this study, these features are labelled as *extended frame markers* because their primary function is to organize the extended content into a coherent and intelligible unit. Lecturers link the previous and future discourses with the present information so students are able to grasp the meaning and knowledge of the subject and they do not get lost in the continuous discourse. In this analysis, extended frame markers are perceived more like framing expressions, which express the aims and label individual sequences of lectures.

(152) *as far as the history of the medical drama goes on T-V er **i’m going to be showing a documentary er after the lecture** er called er i think it’s called Docs on the Box (ahlct014)*

(153) *so we **will be seeing that anyway er after after this lecture** (ahlct014)*

4.3.4.2. *Disputable form of extended frame markers*

While studying extended frame markers, it was not easy to decide what forms in particular signalled the metadiscourse function. Noun phrases collocating with *last* (ex. 154), *next* (ex. 155) or the temporal prepositional phrase containing *after* (ex. 156) constituted the strongest indications of reference to the extended context of lectures. Nonetheless, the whole clauses were included in the analysis as metadiscourse markers. This process is opened to further discussions.

(154) *i said in my last lecture black squirrel (sslct027)*

(155) *i shall talk in more detail next term (ahlct013)*

(156) *i'm going to be showing a documentary after the lecture (ahlct013)*

4.3.4.3. *Distribution of extended frame markers*

There were eight instances of extended frame markers in the three lectures examined. Most of them (50 %) occurred in the lecture on Social Science (ex. 157). Two lectures on Arts and Humanities (ahlct013, ahlct014) contained two instances each (counting 25 %). No extended frame markers were present in the lecture on British and comparative studies (ahsem001).

(157) *er another example of a similar kind which i mentioned in my last lecture is illustrated in this overhead it shows black rats (sslct027)*

Lectures	Number of tokens	% coverage
Ahlct013	2	25
Ahlct014	2	25
Ahsem001	0	0
Sslct027	4	50
Total	8	100

Table 22: Representation of extended frame markers in lectures

4.3.5. *Endophoric markers*

Under the term endophoric markers, one finds expressions which refer to specific parts in the discourse. Authors in written discourse mark these sections with the use of referring

expressions like *noted above, see Fig, in section 2* etc. (Hyland, 2004: 111). Endophoric markers label the exact stages of discourse, where important facts supporting or explaining authors' current discourse can be found.

Only two instances of endophoric markers were found in this analysis. They represented only 1 % of all metadiscourse found and affirmed Hyland's statement:

“writers in the soft disciplines generally prefer a relatively more self-contained discursive style that does not seek to affiliate content by signposting links in this way, with only applied linguists using this strategy with any regularity” (Hyland, 2005: 168).

The rare presence of endophoric markers can be governed by the character of lectures, where the reference to particular tables, pictures and other parts of the text (e.g. chapters) cannot be realized with the same expressions found in written discourse (*noted above, see page 8 etc.*). To label particular sections of spoken discourse, different forms of referring were observed.

In example 158, we can see that the endophoric marker consists of a combination of forms. The discourse marker *so*, the adverb *again* and the determiner *another* all refer to the earlier mentioned arguments favouring the use of the newsgroup and further develop the argumentation.

(158) *so again another incentive to go and use it (ahlct013)*

Example 159 demonstrates how the speaker refers back to previously mentioned topics of the lecture (that animals can learn individually through instrumental conditioning and by watching other animals).

(159) *and the two the sections of this lecture (sslct027)*

4.3.6. Evidentials

A single occurrence of evidentials left this interactive category with 0.5 % as the least numerous metadiscourse category. It emerged in the lecture on sociology (sslct027), similarly with Hyland's findings (2004: 115) based on research articles demonstrating that evidentials are far more common in soft science (not really proved in the genre of lectures), especially in sociology and applied linguistics.

(160) *there's a behaviour i-, a well known behaviour observed in chimps by Jane Lawick-Goodall (sslct027)*

Evidentials are instances directly referring to other authors, ideas or research. In Hyland's words "evidentials distinguish who is responsible for a position and are distinguished here from the writer's stance towards the view" (2004: 112). Therefore, evidentials must cite concrete authors or studies that are responsible for certain ideas or findings. For instance, the following example (161) does not quote any author or research and on that account cannot be regarded as evidentials.

(161) *these are the kind of things that we know they can learn individually through Pavlovian conditioning (sslct027)*

Small amount of evidentials can be also explained by the character of lectures. Unlike research articles, the aim of lectures is not to bring new viewpoints and findings based on respected literature and existing research, but to introduce and present the most important ideas and teach students how they are expected to process the data. As Deroy & Taverniers (2011) states: "it could be argued that much of what lecturers say is in fact a report" (ibid.: 6). In lectures, citation does not have to be a crucial tool for making persuasive content. Students normally perceive lecturers as representatives of the field and automatically accept the credibility of their arguments, even without evidentials.

4.4. Metadiscourse in different parts of the lectures

The metadiscourse was studied in four lectures chosen from the corpus BASE. In each lecture, 50 instances of metadiscourse were excerpted. Metadiscourse was selected from two different parts of lectures. Two lectures on Arts and Humanities (ahlct013, ahlct014) were examined from the beginning. The other two lectures on Arts and Humanities (ahsem001) and Social Sciences (sslct027) were studied from the actual content of the lectures.

4.4.1. General findings in the initial stages of lectures

In the introductory parts of the two lectures, 74 instances of metadiscourse were sampled. The initial parts of these lectures contained 44 instances of interactional metadiscourse (covering 59 %) and 30 items of interactive metadiscourse (representing 41 %). The distribution of interactional and interactive metadiscourse was more or less similar (see Table 23).

Metadiscourse category	Interactional/interactive	Number of tokens	% coverage
Self-mentions	Interactional	18	24
Frame markers	Interactive	13	18
Hedges	Interactional	10	14
Transitions	Interactive	10	14
Engagement markers	Interactional	7	9
Attitude markers	Interactional	6	8
Extended frame markers	Interactive	4	5
Boosters	Interactional	3	4
Code glosses	Interactive	2	3
Endophoric markers	Interactive	1	1
Total	X	74	100

Table 23: Distribution of metadiscourse in the initial parts of the lectures

Findings in Table 23 correspond with the results captured in Table 3. The most frequent categories in the introductory parts of the two lectures are identical with the findings from the overall metadiscourse analysis.

The introductory parts of the lectures were highly personal with the highest score of self-mentions, followed by organizing frame markers and hedges (the popular metadiscourse features in an academic environment).

Interactive metadiscourse in lectures' introductions showed the highest score of frame markers and transitions. Interestingly, a half of all extended frame markers found (compare

Table 3) occurred at the beginning of lectures, so the speakers endeavoured to situate the content of lectures within a wider context, right from the start (ex. 162).

(162) *i shall talk in more detail next term about the issues around Orlando's sex change and the issues of identity (ahlct013)*

The character of initial stages of lectures

The results from Table 23 show that the starting section of lectures is generally reserved for organizational matters (ex. 163) and background information introducing the topic (ex. 164).

(163) *if you have been looking at the the website newsgroup you would have realized that last week's lecture had been changed round (ahlct013)*

(164) *as far as the history of medical drama goes on T-V (ahlct014)*

Talking from the position of authority

The lecture is a genre of unequal powers, where the lecturers perform the role of an expert and students the novice members in the field. Lecturers provide students with a kind of a report about the most important facts and concepts in the field and therefore present the content from their own perspective. The fact that the most frequent metadiscourse category in lectures' introductions are self-mentions (*I, my*) than cannot be surprising (ex. 165). Expert speech is also accompanied by the use of hedges (*whatever that is*), which form a figurative shield against the possible refusal of presented information and leave some space for further negotiations. Self-mentions and hedges play an important role in establishing the expert persona in the academic environment.

(165) *so i'm going to as it were hold over part of my agenda till next term about the issues around Orlando's sex change and issues of er identity (ahlct013)*

(166) *sexual identity and the whole issue of the self whatever that is (ahlct013)*

Organizing the lectures

The lectures should be carefully pre-planned so that their content is logical, fluent and persuasive. Both lecturers started their speech with the outline of the lecture (ex. 167: extended frame marker; 167: frame marker) and explicitly commented on their intentions and goals (ex. 169: frame marker, ex. 170: transition).

(167) *er i'm going to be showing a documentary er after the lecture (ahlct014)*

(168) *i think i'm not going to have time to do more than that in an hour (ahlct013)*

(169) *so what I want to concentrate on is Cardiac Arrest mostly (ahlct014)*

(170) *so i'm going to be lecturing on Orlando Orlando A Biography today **and** i'm going to concentrate on three main aspects (ahlct013)*

Metadiscourse category	Interactional/interactive	Number of tokens	% coverage
Self-mentions	Interactional	14	28
Frame marker	Interactive	8	16
Transitions	Interactive	8	16
Hedge	Interactional	6	12
Engagement marker	Interactional	5	10
Attitude markers	Interactional	5	10
Extended frame marker	Interactive	2	4
Endophoric marker	Interactive	1	2
Booster	Interactional	1	2
Total	X	50	100

Table 24: Distribution of metadiscourse in the lecture Approaches to Virginia Woolf's Orlando: A Biography (ahlct013)

When examined more closely, the lecturer on Orlando (ahlct013), contrary to the lecturer on the genre of medical dramas (ahlct014), devoted most of his introductory section to organizational matters (see Table 24 and the three more prominent categories of metadiscourse). In examples 171-173, we can observe the signals for a topic shift (*okay er so, er so, so today is going to be*) together with announcing the goals (*going to be lecturing*), both functions of frame markers.

(171) ***okay er so** i'm going to be lecturing on Orlando (ahlct013)*

(172) *i went down with the flu **er so** those of you who read (ahlct013)*

(173) *and the whole issue of the self whatever that is **so today is going to be** as it were part one of my approaches to Orlando (ahlct013)*

Introductory background information

In the initial parts of lectures, lecturers usually present some factual introductory information about the topic and place the theme in a wider context. In the case of the lecture on medical dramas (ahlct014), the speaker introduced some programmes focusing on the history of the genre. Most of the initial stage was devoted, unlike the lecture on Orlando (ahlct013), to the comments on the material used (a code gloss in ex. 174) in the (and after the) lecture.

(174) *i'm going to be showing a documentary er after the lecture er **called** er I think it's **called Docs on the Box** (ahlct014)*

From the point of view of metadiscourse, the initial stage contained few hedges carefully evaluating the introductory content (ex. 175) and discreetly marking uncertainties (ex. 176):

(175) *that gives **quite** a good history quite a good history of the development of the medical drama (ahlct014)*

(176) *er i **think** it's called Docs on the Box (ahlct014)*

Metadiscourse category	Interactional/interactive	Number of tokens	% coverage
Frame markers	Interactive	5	20.8
Self-mentions	Interactional	4	16.8
Hedge	Interactional	4	16.8
Transitions	Interactive	2	8.3
Extended frame markers	Interactive	2	8.3
Engagement marker	Interactional	2	8.3
Code glosses	Interactive	2	8.3
Booster	Interactional	2	8.3
Attitude marker	Interactional	1	4.1
Total	X	24	100

Table 25: Distribution of metadiscourse in the lecture Medical Drama on TV (ahlct014)

Giving instructions

Both lecturers gave different sorts of recommendation to students, i.e. advising them where to find the necessary materials for lectures (ex. 177) and guiding them indirectly to some actions (ex. 178) at the beginning of the lectures.

(177) *and i have not put on the handout details of the books i'm referring to but they are there on the newsgroup so again another incentive **to go and use it** it saves my time (ahlct013)*

(178) *some of the things i'll be saying obviously **one can extrapolate and generalize to other medical dramas and other programmes as well** (ahlct014)*

The speakers talk to students from the position of authority, so self-mentions (*I*) and engagement markers in the form of imperatives (*to go and use it*) or a gender-neutral personal pronoun (*one*) are present.

Building closer relationship

Even though the lectures are rather monologic discourses, the presence of the audience arouses some interactions. In this research, speakers directly addressed the audience at the

beginning of their talks (ex. 179) and with the help of engagement markers involved the students as participants of the discourse (ex. 180).

(179) *if **you** have been looking at the the web site newgroup **you** would have realized that last week's lecture had been changed round (ahlct013)*

(180) *so **we** 'll be seeing that anyway er after after this lecture (ahlct014)*

The lecture on Orlando (ahlct013) contained personal comments explaining the exchange of two lectures and the chaotic internal organization. Personal comments are marked not only by the intimate nature of information (*i went down with the flu*), but also by the use of self-mentions (*I*) and an attitude marker (*agree*). These features contribute to the more open relationship between the expert and the students.

(181) *last week's lecture had been changed round because **namex namex had to be somewhere so i agreed to swap with him which was er just well given that i went down with the flu** (ahlct013)*

4.4.2. General findings in the body of the lectures

Only two lectures were examined from the actual content of lectures, namely the lectures Black British Writing (ahsem001) and Observational or Social Learning (sslct027). But one of the lectures (Medical Drama on TV, ahlct014), where the research started from the beginning, had such a short introduction that in order to excerpt 50 instances of metadiscourse, metadiscursive features from the body of the lecture also had to be included. Features from the content of this lecture are included here and therefore the findings presented are based on the data gathered from three lectures (instead of two).

The actual content of the three lectures revealed 126 instances of metadiscourse. The distribution of individual metadiscursive categories showed, contrary to the metadiscourse in introductions (compare with Table 25), the dominance of interactional metadiscourse in the actual content of lectures. Interactional metadiscourse (79 instances, 63 %) occupied the three most frequent metadiscourse categories, namely self-mentions, boosters and hedges. Interactive metadiscourse represented 37 % with 47 tokens. The most frequently used interactive categories, similarly to the introductory parts of the lectures, were frame markers and transitions.

Metadiscourse category	Interactional /Interactive	Number of tokens	% coverage
Self-mentions	Interactional	22	17
Booster	Interactional	19	15
Hedges	Interactional	18	14
Frame marker	Interactive	16	13
Transitions	Interactive	16	13
Engagement markers	Interactional	15	12
Code glosses	Interactive	9	7
Attitude markers	Interactional	5	4
Extended frame markers	Interactive	4	3
Endophoric markers	Interactive	1	1
Evidentials	Interactive	1	1
Total	X	126	100

Table 26: Distribution of metadiscourse in the content of the lectures

The character or the actual content of lectures

The character of the three lectures was very different. One lecture contained far more self-mentions (14 tokens) than the other (only 6 and 2 tokens). The category of extended frame markers was also present exclusively in one of the lectures. Due to the different approach towards students (and metadiscourse used), these lectures will be described separately.

Friendly attitude of the lecturer towards the content and the audience– British cultural studies

The predominance of the interactional metadiscourse in the body of the lecture on Black British Writing (ahsem001) explains the intimate atmosphere and the lecturer’s rather personal attitude towards the content and listeners.

Self-mentions were the most frequent metadiscursive category in this lecture. They can support authors’ authority as experts, but on the other hand self-mentions can also introduce the speaker in a more human manner. The speaker of this lecture, unlike others, was presenting the content from a more informal perspective. This may be caused by the fact that the lecturer is also the author of the book, which is the main topic of the lecture.

(182) *but i know nothing of them and i wouldn't imagine i couldn't for the life of me*
(ahsem001)

Hedges mostly appeared in places, where the author got confused and searched for a convenient label aloud (ex. 183). They also signalled the speaker's uncertainty about some facts (ex. 184).

(183) *well **can't really call** it well for the sake of er this **i'll call** him the protagonist (ahsem001)*

(184) *er there's been a continuing er continuous population in Nova Scotia to this day some of them I **understand** also settled in Bermuda er and the Bahamas (ahsem001)*

The role of boosters was mainly to guide the interpretation of listeners and signal the author's preferable interpretation (ex. 185, 186). Ex. 181 also clearly demonstrates the frequent use of engagement markers in this lecture. Here the speaker positioned the audience into his role as the author of the book to provide them with a more authentic experience.

(185) *ex er black servicemen who could have been originally recruited while still slaves er in the American colonies and had joined with the loyalist side and **of course** after the British lost that particular campaign they er thousands of them left the er eastern seaboard ports (ahsem001)*

(186) *with a novel like this there is so much fresh material and so much obscure and downright perverse material that you come across that you just can't refuse the reader the privilege of you know you **just have to** share it (ahsem001)*

Interestingly, all attitude markers found in the content of the lectures came from this speech. They are used to express the authors' relation to the subject and reveal their personal assessments. Here, typically, emotional statements connected with the topic of the lectures were found.

(187) *probably too much because er i am **someone who loves research** (ahsem001)*

(188) *I **can lose myself in it to a ridiculous degree** and er the thing is with a with so- (ahsem001)*

Metadiscursive category	Interactional/interactive	Number of tokens	% coverage
Self-mentions	Interactional	14	28
Hedge	Interactional	7	14
Booster	Interactional	6	12
Engagement marker	Interactional	6	12
Attitude marker	Interactional	5	10
Transitions	Interactional	5	10
Frame marker	Interactive	4	8
Code gloss	Interactive	3	6
Total	X	50	100

Table 27: Distribution of metadiscourse in the content of the lectures (British and Comparative cultural studies - Black British Writing)

Supportive approach towards the content and the audience – Psychology

The metadiscourse of the lecture on Observational or Social Learning (sslct027) displays lecturer’s attempt to ensure students’ understanding of the content (ex. 189) and at the same time to stimulate their critical thinking by the frequent use of hedges (ex-x. 190, 191). The use of hedges also provides a space for further negotiations and illustrate that the author is open to alternative interpretations.

(189) *where a skilled chimp chimps feed off termites **which are little ant-like creatures which live in mounds** (sslct027)*

(190) *but **maybe** they can learn if from watching other animals (sslct027)*

(191) *which **suggest** to people that this observational or social learning goes on (sslct027)*

The high score of frame markers and code glosses demonstrate the well-structured content of this lecture. Frame markers logically connected and labelled stages of the discourse (ex. 192) and code glosses were used for exemplification (ex-x. 193, 194). These strategies express the supportive attitude of the speaker towards the content (easy orientation) and also towards his audience (consideration of their existing/non-existing knowledge).

(192) ***before talking about experiments** I want to talk a bit about the kind of naturalistic data (sslct027)*

(193) *the two kinds of individual sorts of associative learning that i’ve been talking about in these lectures so far **for example** animals might learn from one another (sslct027)*

(194) *er **another example** of a similar kind which i mentioned in my last lecture*
(sslct027)

The author’s effort to support students’ comprehension of the content is also implied by the use of extended frame markers. These features place the current content into a wider context and help build the links between previously acquired knowledge and new knowledge. This category was not found in the contents of the other two lectures. Extended frame markers were used only in the introductory parts of lectures and then here.

(195) *the two kind of individual sorts of associative learning that i’ve been talking about **in these lectures so far*** (sslct07)

(196) *the other kind of new learning **I talked about in my last lecture** is le8arning new actions* (sslct027)

Metadiscursive category	Interactional/interactive	Number of tokens	% coverage
Hedge	Interactional	9	18
Frame marker	Interactive	7	14
Code gloss	Interactive	6	12
Engagement marker	Interactional	6	12
Self mentions	Interactional	6	12
Booster	Interactional	5	10
Transitions	Interactive	5	10
Extended frame marker	Interactive	4	8
Endophoric marker	Interactive	1	2
Evidentials	Interactive	1	2
Total	X	50	100

Table 28: Distribution of metadiscourse in the content of the lectures (Psychology – Observational or Social Learning)

Authoritative attitude towards the content and reader – Film and television

An authoritative attitude towards the audience can be illustrated in the lecture on Medical Drama on TV. Even though only 26 instance of metadiscourse (others counting 50) could be excerpted from the body of the lecture, the speech expressed a far more authoritative tone. The lecturer presented the content with a high level of certainty (boosters) and carefully led the students’ interpretative processes through the use of transitions. Transitions represent hypothetical steps in the author’s thinking and as such signal to students how they are

expected to perceive the links between arguments. Boosters and transitions often collocated in the discourse (ex-x. 197-199).

(197) *the medical dramas they were seen by the Radio Times as sexy and post-modern **and** of course they give a strong visual hint on the cover about the answer* (ahlct014)

(198) *er so they can be er they were seen as sexy and post-modern medical dramas yeah sexy and post-modern **and** of course there's that playful use of the word addicted* (ahlct014)

(199) *okay so why we're addicted to medical dramas answer Helen Baxendale Mandy Patinkin should have it should have been Gorge Clooney obviously **but** er B-B-C were showing Chicago Hope* (ahlct014)

The author's tendency to use the adverb *yeah* should not be unnoticed. The speaker used the adverb to ensure himself of his own propositions (ex. 200). Also the booster *of course* (ex-x. 197, 198) was found twice in the analysed part of the lecture.

(200) *okay so why we're addicted to medical dramas answer Helen Baxendale Mandy Patinkin should have it er so they can be er they were seen as sexy and post-modern medical dramas **yeah** sexy and post-modern **and** of course there's that playful use of the word addicted **yeah** so a-* (ahlct014)

Frame markers mostly labelled the topic shift in the discourse (Ex. 201).

(201) *er there's a succession of makeover programmes rooms being madeover people er gardens so on and so on **so** i-, it's a different power genre* (ahlct014)

Metadiscursive category	Interactional/interactive	Number of tokens	% coverage
Booster	Interactional	8	31
Transitions	Interactive	6	23
Frame marker	Interactive	5	19
Engagement marker	Interactional	3	11
Self mentions	Interactional	2	8
Hedge	Interactional	2	8
Total	X	26	100

Table 29: Distribution of metadiscourse in the content of the lectures (Film and Television – Medical Drama on TV)

The authoritative attitude of the lecture on Film and television can be explained in terms of the nature of the academic subject. As Film and television studies deal with highly abstract concepts, they cannot be proven by any precise measurements or supported by widely accepted theories (contrary to psychology and sociology). The researchers and teachers must pay special attention to the persuasive character of their speech and academic writing in order to gain credibility.

5. Conclusion

The aim of this paper was to explore the means of the interpersonal function of metadiscourse in academic lectures. The research followed Hyland's interpersonal approach to metadiscourse. Individual categories were examined in terms of their function, but also realization forms.

The overall findings revealed lecturers' tendency to direct students' thinking and to motivate them to take the same stance (the highest score of interactional metadiscourse, i.e. self-mentions, hedges, engagement markers and boosters). A strong tendency to guide students carefully through the content of lectures and the special attention paid to the organization of lectures was reflected in the most frequently found interactive resources (frame markers and transitions).

The most frequent metadiscursive subcategory was self-mentions (40 tokens representing 20 % of all metadiscourse), which proves Hyland's findings on soft sciences (Hyland, 2005: 57). Unlike hard science, self-mentions are more frequent in soft sciences as researchers cannot establish their credibility on precise measurements and therefore they build their expert identity on new personal viewpoints and approaches. Self-referring generally took a form of a singular personal pronoun in the subjective (*I* with 36 tokens) and objective case (*me* with 2 tokens), a possessive pronoun *my* (1 token) and exclusive *we* (1 token). Interestingly enough, different variations of *I* always appeared within one lecture and not in the others, except *I* itself. In terms of their function, self-mentions mostly collocated with frame markers to organize the lecture (*okay er so i'm going to be lecturing on Orlando, ahlct013*), with attitude markers to evaluate (*I had a lot of fun writing this book, ahsem001*), with extended frame markers to contextualize (*I shall talk in more detail next term about the issues, ahlct013*), with hedges to express uncertainty (*I think i'm not going to have time, ahlct013*) and code glosses to reinterpret previous contributions (*you remember I said, sslct027*).

Frame markers represented the second most numerous category of metadiscourse with 29 tokens (14.5 %). Complex forms, prevailing over the simple forms, combined different discourse markers (*okay er so* in ahlct013), fixed expressions (*as far as* in ahlct014), NP (*three main aspects* in ahlct013), VP (*want to talk* in slsct027) and clauses (*the question is* in sslct027). Simple forms included simple discourse markers (*so* in ahlct013, *well* in sslct027) and a temporal adverb (*now* in sslct027). Frame markers explicitly signalled the topic shift

(*we want to know what the observers learn from watching the demonstrators or models well what might they learn*), sequenced the stages of discourse (*er so that **that's the beginning**, ahsem001*), announced goals (*i'm **going to concentrate on three main aspects today**, ahlct013*) and offered a concrete scheme of the lecture (*i'm going to concentrate on **three main aspects today the biographical aspect the whole issue of parody and issues about er relationship, ahlct013***).

The third most frequent category was hedges (28 tokens, 14 % of all metadiscourse), which are, according to Hyland (1998: 445), very popular metadiscourse devices found in the academic environment as they mitigate the force of the proposition and recognize the existence of alternative stances towards the content. The realization of hedges was represented mostly by simple forms, namely adverbs of degree (*quite* and *mostly* in ahlct014) and probability (*maybe* and *perhaps* in sslct027), focusing (*just* in ahlct014) and sentence adverbs (*probably* and *basically* in ahsem001), followed by a lexical verb *suggest* and an adjective *possible*. Complex forms were comprised of verb phrases with modal verbs (*would have realized* in ahlct013; *might call* in ahlct014; *could have been* in ahsem001). The function of hedges was to signal uncertainty (*the whole issue of the self **whatever that is**, ahlct013*), emphasize the subjectivity of the author's position (*some of them I **understand** also settled in Bermuda, ahsem001*) and evaluate the content (*that gives **quite** a good history, ahlct014*).

Transitions developed lecturers' argumentation and speech mostly by linking the discourse (*so i'm going to be lecturing on...**and** i'm going to concentrate on, ahlct013*), offering a cause of the actions (*there were about three covers of the Radio Times that had references to medical dramas on it er **so** the Radio Times was quick to cash in on er what had become a power genre, ahlct014*) and by contrasting (*some of them I understand also settled in Bermuda er and the Bahamas **but** I know nothing of them, ahsem001*). Transitions were the second most frequent interactive category found, counting 26 instances and representing 34 %, and were formed by simple coordinative conjunctions *and*, *so* and *but*.

Engaging was the fifth most frequently occurring metadiscursive phenomenon in the selected sample of lectures. It was performed by a wide range of expressive means and 22 tokens (representing 11 % of metadiscourse) emerged in the simple forms of second person pronouns (*you*), inclusive *we*, generic pronoun *one* and imperative, but also in complex forms of NP (*those of you, ahlct013*), VP (*to go and use it, ahlct013*), questions, clauses (*the privilege of **you know**, ahsem001*). In correspondence with Hyland's findings, lecturers involved students into the discourse in order to focus their attention with the use of questions (***can you see**,*

ahlct013) and imperatives (*imagine why ex-slave would want to go to those places, ahlsem001*), include them as community members in the discourse (*these are the kind of things that we know they can learn individually, sslct027*) and guide them to certain interpretations (*one can extrapolate and generalize to other medical dramas, ahlct014*).

The force of the propositions was boosted 22 times (11 % of all metadiscourse). Boosting expressions mostly occurred in simple forms of adverbs and one adjective (*apparent, sslct027*). Among adverbs, focusing (*just, particularly* in ahsem001; *obviously* and *really* in ahlct14) and a degree adverbs (*actually*) were found and uncommonly also the adverb *yeah*⁹ with a self-affirming function. Complex forms incorporated prepositional phrases (especially *of course* in ahlct014, ahsem001, sslct027), VP (*do get relayed, ahlct013*), NP (*a well-known behaviour, sslct027*), clauses (*we know, sslct027*) and a combination of forms with a modal verb (*just have to, ahsem001*). Boosters functioned in lectures as confident signals of certainty (*today er the power genre is obviously something different, ahlct014*) and indication of mutual experience (*there's a well known behaviour observed in chimps, sslct027*).

Attitude markers were the least frequent interactional category of metadiscourse (11 tokens, 5.5 %). Personal assessments of the content were hidden in complex forms, i.e. a pattern of self-mentions + modal/auxiliary verb (*i had hoped* in ahlct013; *i wouldn't imagine* in ahsem001), self-mentions + VP (*i know nothing, in ahsem001*), NP (*a good reason, in ahlct013*), AdjP (*very good* in ahlct014) and a clause (*can lose myself in it to a ridiculous degree, ahsem001*). Within simple forms, attitude verbs (*agree* in ahlct013, *interest* in ahsem001) and a noun (*incentive* in ahlct013) appeared. Contrary to Hyland (2005:53), no sentence adverbs, which he declared as prototypical expressive means for this category, did not appear in the analysis. The personal attitude of the lecturers manifestly reflected their agreement (*i agreed to swap with him ahlct013*), desires (*i had hoped to do more than that, ahlct013*) and explicitly marked lecturers' relation to the subject (*one of er a number of a group of people who particularly interested me, ahsem001*). Attitude markers also signalled lecturers' superiority, when giving a personal evaluation of the material and content (*that gives quiet a good history anyway it's very good actually, ahlct014*) and indirect commands (*so another incentive to go and use it, ahlct013*).

Additional information was supplied 11 times in the selected parts of lectures (5.5 %). Complex forms of code glosses comprised of PP (*for example* in sslct027), NP (*another*

⁹ Yeah in <http://dictionary.cambridge.org/dictionary/english/yeah>

example in sslct027) and clauses (*which are little ant-like creatures* in sslct027). Simple forms offered only a form of lexical verbs (*called* in ahlct014). Better comprehension of the content was secured with the help of exemplifying (**for example** if you look at different colonies or troops of chimps, sslct027), explaining terminology (*termites **which are little ant-like creatures***, sslct027), rephrasing (*the privilege of you know you just have to share it I **mean** er that*, ahsem001) or elaborating the content (*in that theme night there was a documentary **called** Playing Doctors*, ahlct014).

A new subcategory of interactional metadiscourse was established to set discourse boundaries and to reveal the aims of larger discourse units. The organization of discourse exceeding the current speech is labelled as extended frame markers. Only 8 instances of frame markers appeared in this analysis. The question of which parts of discourse signal the extended organization of the content and lecture aims is still opened for further discussion. For the purpose of this study, whole clauses were included, usually containing a pattern of a NP containing a temporal adverb (*next term* in ahlct013, *after the lecture* in ahlct014, *my last lecture* in sslct027) or temporal prepositional phrase (*in these lectures so far* in sslct027). Extended frame markers situated the current discourse within a series of lectures (*correspond to the two kind of individual sorts of associative learning that **i've been talking about in these lectures so far***, sslct027), activities taking place after the lecture (***i'm going to be showing a documentary after the lecture***, ahlct014) and even upcoming academic terms (***i shall talk in more detail next term** about the issues around Orlando's sex change*, ahlct013).

Endophoric markers and evidentials formed the two most negligible metadiscursive categories in the examined data. Endophoric markers referred to particular parts of discourse only twice. In both cases, they had a different form than found in Hyland (ibid.: 52), specifically NP (***the two sections of this lectures***, sslct027) and a combination of forms (***so again another***, ahlct013). The distinct realization forms and rare occurrence can be explained with respect to the spoken discourse where a specific reference to particular table, picture or chapter would be chaotic and confusing. But the insignificant role of endophoric markers follows Hyland's acknowledgement of the poor representation of this metadiscourse category in soft sciences (ibid.: 168).

Only one instance of evidentials was discovered in the sampled data and therefore represented 0.5 % of all metadiscourse. The complex realization form together with the use of a booster stresses the importance of familiarizing students with the author and his research (*a well known behaviour observed in chimps by **Jane van Lawick-Goodall***, sslct027).

Metadiscourse appearing in different parts of lectures was also analysed. In the initial stages of lectures, speakers typically commented on the organization and goals of the lecture (self-mentions, frame markers, transitions) and acted as professionals in the field (self-reference vs engagement markers establishing a hypothetical psychological barrier between *I* and *you*). Some space was reserved for the presentation of necessary background information introducing the topic. The high use of hedges implied lecturers' awareness of students' existing knowledge and positions, but hedges were also used to evaluate the content (*that gives quite a good history quite a good history of the development of the medical drama*, ahlct014) and subtly mark uncertainties (*er i think it's called Docs on the Box*, ahlct014). In the introductory part, some instructions were given, e.g. where to look for materials necessary for the lectures (*they are there on the newsgroup so again another incentive to go and use it it saves my time*, ahlct013).

In the actual content of lectures, the predominance of interactional metadiscourse and especially boosters (19 tokens contrary to 3 tokens in the introductory parts) was ascertained. The style and the content of the body of the three lectures were so diverse that each lecture was analysed separately. Three tendencies were observed.

The content of the lecture on British and Comparative Cultural Studies (ahsem001) was delivered in a highly personal manner and in friendly atmosphere. The highest score of self-mentions was followed by hedges expressing hesitation (*well can't really call it well for the sake of er this i'll call him the protagonist*) and explicitly marked uncertainties (*some of them i understand also settled in Bermuda*). The lecturer also positioned students to his thinking process through the use of an engagement markers (*so much obscure and downright perverse material that you come across that you just can't refuse the reader the privilege*). All attitude markers found in the content of the lectures came from this speech and expressed mostly the lecturer's passion for the subject (*i am someone who loves research*).

The character of the lecture on Psychology (sslct027) was more oriented towards the interpretative needs of students. The lecturer paid special attention to well-organized content as a high number of frame markers and the presence of all extended frame markers found in the contents of lectures implies. These two categories ease students' orientation in the discourse (*before talking about experiments i want to talk a bit about the kind of naturalistic data*). The supportive attitude was manifested by the frequent use of code glosses, which helped explain the terminology (*termites which are little ant-like creatures*) and provided examples (*another example of similar kind which I mentioned in my last lecture*). The

category of code glosses increases the intelligibility of the content. Hedges were the most frequent metadiscourse in the lecture and offered students space for alternative interpretations and at the same time encouraged their critical thinking.

The authoritative impression of the third lecture on Film and Television studies (ahlct014) was aroused by the highest distribution of boosters, followed by transitions and frame markers. Students' interpretative processes were carefully stimulated by the use of transitions and boosters, which often collocated (*they were seen as sexy and post-modern medical dramas yeah sexy and post-modern **and** of course there's that playful use of the word addicted*). They reflected the lecturer's thinking and signalled to students what they should perceive as established facts. Also the speaker's pleasure in an unusual booster *yeah* could not be left without notice (*they were seen as sexy and post-modern medical dramas **yeah** sexy and post-modern*).

In conclusion, the scope of this research does not allow for any generalizations. But for the purpose of this study, the Hyland's model of metadiscourse proved to be an effective tool for examining metadiscursive functions in spoken academic discourse. Nevertheless, some problems arose while analysing the lectures, especially in the categories of transitions and hedging modal verbs. To establish their relation either to the external or to the internal world of discourse was not always feasible. Also the overlap of some metadiscursive functions (hedges/code glosses; hedges/boosters; engagement marker/endophoric markers) should be further analysed and new categories developed in order to accurately capture their functions. The last point concerns extended frame markers, which explicitly organize and contextualize the content within a larger concept (beyond actual content). The form of these markers should be further investigated to label precise stretches of discourse fulfilling this metadiscursive function. Hopefully, this thesis will manifest general tendencies of metadiscourse in academic lectures and the functions of individual metadiscursive categories performed in academic discourse.

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The recordings and transcriptions used in this study come from the British Academic Spoken English (BASE) corpus. The corpus was developed at the Universities of Warwick and Reading under the directorship of Hilary Nesi and Paul Thompson. Corpus development was assisted by funding from BALEAP, EURALEX, the British Academy and the Arts and Humanities Research Council.

Base Corpus: http://www.reading.ac.uk/AcaDepts/ll/base_corpus/

Ahlct013 Approaches to Virginia Woolf's Orlando: a Biography (1928) (English)

Ahlct014 Medical Drama on TV (film and Television Studies)

Ahsem001 Black British Writing (British and Comparative Cultural Studies)

Sslct027 Observational or Social Learning (Psychology)

7. Resume

Cilem teto diplomove prace bylo prozkoumat prostředky vyjadřování interpersonln funkce (metadiskurzu) v akademickch pednškch. Pro analzu byl použit bristky korpus BASE, ze ktereho byly vybrny ˇtyř akademick pednšky z oboru humanitnch a společenskch ved. Dv pednšky byly zkoumny od plnho zaˇatku a dv pednšky ař od vlastnho obsahu pednšky (vod byl z vzkumu vynechn). Z kařd pednšky bylo excerpovno 50 dokladu metadiskurzu objevujcch se v ramci souvislho textu. U pednšky Medical Drama on TV (ahlct014) byl vod přlš krtky a aby bylo mořn zskat pořadovany poˇet dokladu, bylo nutn pokračovat s vyhledvnm i v ramci obsahu pednšky. Ve vslednm porovnn metadiskurzu jsou tyto doklady analyzovny s ohledem na msto, kde byly objeveny.

Analza nsledovala Hylandv model metadiskurzu urˇenho pro psn akademick diskurz. Pedmtem zkoumn tak byly dv roviny – organizujc (interakˇn) a interpersonln (interaktivn) rovina. Mezi interpersonln jevy patr prostředky zmrnujc tvrzen autora (hedges) nebo posilujc jeho dvřehodnost (boosters); vrazy reflektujc hodnotc postoje (attitude markers); prostředky odkazujc k autoru samotnmu (self-mentions) nebo jeho ˇtenřm (engagement markers). Organizujc, textove, prostředky se skldj ze souřadcch spojek napojujcch jednotliv sdlen do prehlednho a přsvdˇcvho celku (transitions); vrazy rozdelujc jednotliv fze a popisujc cle pednšky (frame markers); informace dovysvtlujc terminologii ˇi postoje autora (code glosses); jevy odkazujc na jin pasže v diskurzu (endophoric markers); zdroje, ze kterch mluvˇ ˇerp (evidentials) a nov i prostředky zasazujc informace z pednšky do kontextu přesahujcho jej rozsah (extended frame markers). Jednotliv metadiskurzivn jevy byly zkoumny nejdřve z hlediska jejich funkce v textu a nsledn realizcn formy.

Vsledky vzkumu ukzaly vraznou převahu interaktivnch prostředku metadiskurzu (61.5 %) nad interakˇnmi (38.5 %). Toto zjiřtn koresponduje s Hylandovm tvrzenm, že se autoři psobc v humanitnch vdch nemohou spolhat na empirick dkazy a ovřen kvantitativn metody a mus se vce soustredit na budovn vztahu se ˇtenřm, aby ho přsvdˇcli o sv interpretaci (Hyland: 2010: 137). Zastoupen jednotlivch metadiskurzivnch kategori odrř tendenci pednšejcho vystupovat v roli odbornka, kter smřuje uvařovn student a motivuje je k přijet shodnch zvř (vysok podl self-mentions, hedges, engagement markers, booster). Na rovin interakˇn se nejvce prosazovaly kategorie

organizujc diskurz do přehlednho a srozumitelnho celku (frame markers, transitions) a vryazy dovysvtlujc urit termny nebo pojet přednšejcho (code glosses).

Nejpoetnj metadiskurzivn kategori byly prostředky odkazujc k přednšejcmu, self-mentions (20 %). Na rozdl od student, kteř jsou často od pouřzvn sebeodkazujcch prostředk zrazovn, si přednšejc tmito prostředky pomáhj posilovat svou roli/jmno v akademickm prostředí. Osobn zjmeno 1. os. j. . se v přednškch nejastji vyskytovalo se sedmi dalimi metadiskurzivnmi kategoriemi. Nejpoetnj bylo spojen **I + frame markers** komentujc organizaci/segmentaci přednšky (*okay er so i'm going to be lecturing on Orlando, ahlct013*). Druhou nejastj kolokac bylo **I + attitude markers** hodnotc obsah sdlen (*but I know nothing of them, ahsem001*). Třet kolokace **I + extended frame markers** zasazovala obsah přednšky do kontextu přesahujcho probhajc přednšku (*I shall talke in more detail next term about the issues, ahlct013*). Self-mentions se dle objevovaly s hedges, kdy mluvc explicitn přiznal nejistotu nebo obsah, kter by mohl bt snadno rozporovn (*it is possible that the troops that show this behaviour, sslct027*). S kategori boosters tvořilo kolokaci osobn předmtn zjmeno *me*. (*I couldn't for the life of me (ahsem001)*). Posledn kategori byly engagement markers, které přednškm často dvaly punc bžn konverzace (*you remember I said that...sslct027*). Realizan forma self-mentions byla nepřekvapiv zastoupena hlavn osobnm zjmenem v 1. os. j. . *I* (90 %), předmtnm zjmenem *me* (5 %), přivlastnovacm zjmenem *my* (2.5 %) a osobnm zjmenem 1. os. mn. . *we* (2.5).

Druhou nejvyraznj metadiskurzivn kategori byly frame markers (14.5 %). Ty v textu slouř k organizaci velkho mnořství informac. Ve zkoumanch přednškch tyto ukazatele signalizovaly tyř zmny tkajc se organizace přednšky: nejastji zmnu tmatu (*generalize to other medical dramas and other porgrammes as well okay so i'm going to start, ahlct014*), posloupnost (*before talking about experiments, sslct027*), objasnn cl přednšky (*i'm going to be lecturing on Orlando, ahlct013*) a konkrtn vyjmenovn tmat (*on three main aspects today the biographical aspect the whole issue of parody and issues about er relationship of history, ahlct013*). Vechny tyto funkce napomhj lep orientaci student a snadnjmu pochopen prezentovan ltky. Frame markers se nejastji objevovaly jako kombinace diskurzivnch ukazatel (*okay er so, ahlct013*), ustlen vryazy (*as far as, ahlct014*), vty (*that's the beginning, ahsem001*) a nominln či verbln frze (*want to talk, sslct027*).

Třet nejpočetnj kategori byly vrazy zmrnujc tvrzen autora, hedges (14 %). Jejich etnost jen potvrdila Hylandovy zvery, že jsou hedges nedlnou souast akademickho diskurzu, jelikož signalizuj, jak obsah autor považuje za fakta (booster) a kter mylenky jsou jeho osobn interpretac/nzorem (hedge). Vrazy zmrnujc tvrzen autora mly v pednškch ti hlavní funkce: přiznn nejistoty (*and the whole issue of the self whatever that is, ahlct013*); zvyraznn subjektivnho pojet autora (*some of them i understand also settled in Bermuda, ahsem00*); zhodnocen obsahu (*that gives quite a good history, ahlct014*). Př analze tchto prostedk jsem se potykala se stejnmy problmy, kter zminuje i sm Hyland, a to zejmna s urenm metadiskurzivn/propozicn funkce modlnch sloves v textu. Ve spornch přpadech hrl rozhodujc roli kontext. Toto řeen, kter zdraznuje i Hyland, je v nkterch přpadech diskutabiln. Druhm problmem byly jevy, kter svou funkc lavrovaly mezi hedges a code glosses. Řeenm by mohlo bt vytvořen specilnch kategori kombinujcch aspekty obou dřve zmnnch kategori. Pro ucely tto prace se přiklnm k šřjmu kontextu a danm jevm uruji jednu z Hylandovch existujcch metadiskurzivnch funkc doplnnou o vysvtlen. V roli hedges převzovaly v pednškch příslovce (36 %), verbln frze (32 %), lexikln slovesa (18 %), vty (11 %) a nejmn zastoupenou realizan formou byla adjektiva (3 %).

Souřadc spojky fungujc jako transitions se v textech objevily 26x a tm tvořily 13 % vech metadiskurzivnch jev. Nejatji mluvc napojovali diskurz pomocí spojky *and* (65.4 %), *but* (19.2 %) a nejmn kauzln spojku *so* (15.4 %). Spojka *and* asto tvořila kolokaci s osobnm zjmenem *I* a frame markers, kdy mluvc komentoval organizaci a představoval cle pednšky (*and i've not put on the handout, ahlct013*). Třikrt se v textu objevilo tak spojen *and* a boosteru *of course*, aby sdlen propjcly vt dřaz. Ani u transitions nebylo vždy možn urit jednoznanou funkci tchto metadiskurzivnch vraz. V mnoha přpadech se propozicn/metadiskurzivn interpretace překrvala a bylo možn pracovat s obma variantami. Nepodařilo se vsak najt jednotn postup pro jednoznan uren jejich funkce a i zde hrl hlavní roli kontext cel pednšky.

Engagement markers (11 %) plnily v textu ti hlavní funkce. Jelikož jsou pednšky v podstat monologickm projevem, mus obas pednšejc přistoupit ke strategii, kter znovu zaujme pozornost student. Na úrovni metadiskurzu tento problm ře použit imperativu (*imagine why ex slave, ahsem001*) nebo otzek (*the question arises to what extent do chimps learn, sslct027*). Druh funkc bylo zahrnovn student do pednšky buď z pozice autority s použitm osobnho zjmena *you* (*for example if you look at different*

colonies, sslct027), nebo pomoc kolegialnho užit osobnho zjmena *we* (*these are the kind of things that we know they can learn, sslct027*). Třet nejastj použit engagement markers mlo dovest studenty k uritm interpretacm (*one can extrapolate and generalize to other medical dramas, ahlct013*). I zde se objevily jevy, kter svou funkc hraniily s engagement markers a endophoric markers. A i zde hrl při rozhodovn zsadn roli šr kontext.

Vrazy posilujc duveryhodnost sdelen se v textu objevily stejn často jako engagement markers (11 %). S použitm boosters na sebe mluvc bere vt zodpovdnost za to, co řk. Tyto vrazy byly používny za uelem explicitnho oznaen jistoty (*and of course they give a strong visual hint on the cover, ahlct014*), kdy mluvc studentm naznaoval, co považuje za fakta. Boosters se tak používly pro zduraznn sdilench zkuenost a vdomost (*there's a behaviour i-, a well known behaviour observed in chimps, sslct027*), kter pemnuj interpretace mluvcho na hol fakta a navíc evokuj atmosféru kolegiality. Boosters byly nejastj zastoupeny prslovci (50 %), predlokovm frazemi (27.3 %) a dale jednm pridavnm jmnem, nominln fraz, vetou a kombinc vraz (22.7 %). Mezi nejastj použit prslovce patilo *obviously* a prekvapiv *yeah*, kter se objevovalo pouze v prednace Medical Drama on TV (ahlct014) a slouilo mluvcmu k potvrzen drve vysloven mylenky. Vyrazn bylo i použit ustlen fraze *of course*, kter se objevila ve trech prednaskch a celkov tvoila 23 % ze vsch nalezench boosters.

Nejmn zastoupenou interaktivn kategori byly postojov modifiktory (5.5 %). Ty v textu fungovaly jako prostředky emotivn hodnotc obsah sdelen (*i had hoped to do more than that, ahlct013*) a signalizujc vztah mluvcho k danmu tmatu (*i can lose myself in it to a ridiculous degree, ahsem001*). Druh zmnn funkce se nejvyraznj projevila v prednace Black British Writing (ahsem001). Postojov modifiktory dle Hylanda slou tak k penosu sdilench akademickch hodnot a preferovanmu zposobu premylen, kter si studenti mus osvojit. Evaluace a doporuen maj studentm neprmo naznait, co je duleit a co se od nich prednaejc oekv (*so another incentive to go and use it, ahlct013*). Attitude markers se nejastj vyskytovaly v komplexnjch formch (verbln, nominln, predlokov a adjektivn fraze atd.) a dale ve form lexiklnch sloves (*agree, hope*) a jednoho podstatnho jmna (*incentive*).

Mluvc mus prednaku prizpusobit existujcmu povedom student o tmatu a uvzliv zachzet s oborovou terminologi a koncepty. V řad prpad se proto mluvc uchyluj k dovysvtlen poskytnutch informac i sveho pojet (*code glosses, 5.5 %*). Mluvc v prednaskch vyuivali praktick ilustrovn prklad (*for example if you look at different*

colonies, sslct027), vysvtlovali termny (*termites which are little ant-like creatures which live in mounds, sslct027*), preformulovali sv tvrzen, aby studentm objasnili svj postoj (*can't really call it well for the sake of er this i'll call him the protagonist, ahsem001*) nebo poskytl dodaten informace (*i'm going to be showing a documentary er after the lecture er called er i think it's called Docs on the Box, ahlct014*). Code glosses se nejastji objevovaly jako lexikln slovesa (36 % vech code glosses), pedlozkov frze (27.3 %), vety (27.3 %) nebo nominln frze (9 %).

Hylandv model metadiskurzu byl roziřen o novou interakn kategorii metadiskurzu: *extended frame markers* (4 %). V pednskch se objevily jevy zasazujc obsah mimo ramec dan pednšky. Podobnost s *frame markers*, kter strukturuj diskurz a stanovuj cle aktuln pednšky, m tak vedla k jejich roziřenmu pojet a nzvu *extended frame markers*. Tyto vyrazy zasazuj aktuln obsah do cel srie pednšek (*individual sorts of associative learning that i've been talking about in these lectures so far, sslct027*), aktivit odehrvajcch se po pednšce (*i'm going to be showing a documentary after the lecture, ahlct014*) i do kontextu celho semestru (*i'm going to as it were hold over part of my agenda till next term when i lecture on modernism, ahlct013*). *Extended frame markers* propojuj již zmnny i budouc obsah s aktuln promluvou a tm pispvaj k lepi orientaci student v textu i problematice. Nejsilnj indikc *extended frame markers* byly nominln frze v kolokaci s temporlnm adjektivem *last, next* a pedlozka *after*. Jako metadiskurz ale byly oznaeny cel vety. Tento postup je nicmne otevren k dali diskuzi a vyzkumu.

Nejmne zastoupenmi kategoriemi byly *endophoric markers* (2 vskyty, 1 % metadiskurzu) a *evidentials* (1 vskyt, 0.5 %). Monm dvodem jejich malho zastoupen me bt charakter pednšek. Odkazy na konkrtn tabulky, obrzky nebo kapitoly (e.g. *noted above, see chapter 4*) mohou v mluven rei pusobit chaoticky. Jako *endophoric markers* se v pednskch objevila ruznorod kombinace forem (diskurzivn ukazatel *so*, prislovce *again* a zjmeno *another* s aditivnm vznamem) a nominln frze (*the two sections, sslct027*). Zdroje a citace (*evidentials*) jsou nezbytnm jevem psanho akademickho diskurzu, kde podporuj verohodnost obsahu. V žanru pednšek takov tendence patrn není, co potvrzuje i Deroey & Taverniers (2011:6), kd prirovnvaj pednšky spe k reportu, kde pednšejc nabiž jaksi prehled nejdvletjch informac a sna se studentm zprostedkovat urct zpusob uvaovn, spe ne je presvdcovat o dveryhodnosti svch sdlen a vyzkum. Mluvc jsou v nerovnm postaven *odbornk – student* obecn pojmn za autority a jejich pednšky jsou vseobecn považovny za verohodn. Jejich obsah se proto

nemus oprat o respektovanou literaturu, jako je tomu napřklad u vdeckch lnk a publikac.

Posledn fz vzkumu bylo porovnn metadiskurzu v vodu a obsahu pednšek. V vodu pednšek se objevilo 74 přpad metadiskurzu, z toho 44 doklad interaktivnch forem a 30 vskyt interaknho metadiskurzu. Nejastji zastoupenou kategori byly self-mentions (18 vskyt), frame markers (13 vskyt), hedges (10 vskyt) a transitions (10 vskyt). Zastoupen metadiskurzivnch funkc napovd, že byl vod pednšek pevžn vnovn organizaci obsahu pednšky (frame markers) a mluv ke studentm mluvil z pozice autority (self-mentions). Krom organizace pednšky (*i think i'm not going to have time to do more than that in an hour, ahlct013*) se v vodu objevovaly ti dal tendence. Mluv studentm zprostedkovali vodn informace k tmatu (*that gives quite a good history quite a good history of the development of the medical drama, ahlct014*); dali jim potebn instrukce, kde najt materily k pednšce (*there is a good reason for keeping up with the newsgroup, ahlct013*); motivovali je ke konkrtnm krokm (*things i'll be saying obviously one can extrapolate and generalize to other medical dramas, ahlct014*) a v neposledn řad navazovali s posluchai blž vztah pomocí engagement markers, kdy studenty bu přmo oslovovali (*if you have been looking, ahlct013*) nebo je adresovali jako sv kolegy pomocí osobnho zjmena *we* (*we'll be seeing that anyway, ahlct014*). Pednška na tma Orlando (ahlct013) vtšinu sv vodn asti vnovala pav organizaci a sdlovn cl pednšky, zatímco pednška na tma Medical Dramas on TV (ahlct014) studentm poskytla vodn informace o historii tohoto žnru.

Metadiskurz ve vlastnm obsahu pednšky ital 126 doklad a obsahoval proto o 26 % vce metadiskurzu, ne vod y do pednšek. K pevaze interpersonln funkce ve vkladu pispl i fakt, že data byla sesbřna ze tř pednšek, jeliko pednška Medical Dramas on TV v vodu obsahovala pouze 24 doklad a zbvajcch 26 doklad bylo excerptovno z dal asti. I zde ale vraznji pevaoval interaktivn metadiskurz (79 vskyt, 63 %) nad interaknm (47 vskyt, 37 %). Distribuce jednotlivch kategori se velmi liila od metadiskurzu v vodu pednšek. Nejvce zastoupenmi metadiskurzivnmi funkcemi byly interaktivn kategorie self-mentions (22 vskyt), boosters (19 vskyt) a hedges (18 vskyt). S menm potem vraz je nsledovaly interakn frame markers (16 vskyt) a transitions (16 vskyt). Charakter jednotlivch pednšek se velmi rznil, proto jsou popsny zvlt.

Přednška Black British Writing (ahsem001) vykazovala velmi přátelský a otevřený vztah přednšejícího. Nejvyšší zatoupení self-mentions s ostatními metadiskurzivními funkcemi zde signalizovalo velmi osobní pojetí mluvčího (zroveň autora knihy, která byla předmětem přednšky). Druhou nejpočetnější kategorií byly boosters, které nenpadně vedly uvažování studentů požadovanm směrem (*and of course after the British lost that particular campaign*) nebo studenty situovaly do role autora knihy (*you just have to share it*). Časté byly také hedges explicitně označující místa, kde si mluvčí nebyl zcela jistý nebo zavhal (*well can't really call it well for the sake of er this i'll call him the protagonist*). Osobní pojetí přednšky se održelo také v použití attitude markers. Všechny postojové modifiktory nalezen v obsahu přednšek pocházely právě z této přednšky a odkrývaly autorův vztah k tmatu (*someone who loves research*).

Snaha usnadnit studentům pochopení přednšky byla nejvíce patrn v přednšce Observational and Social Learning (sslct027). Nejpočetnější kategorií byly hedges stimulující kritické myšlení studentů (*but maybe they can learn it from watching other animals*). Další početnou kategorií byly frame markers a code glosses. Ty jasně poukazují na snahu mluvčího podat studentům přehledný obsah (*before talking about experiments i want to talk a bit about the kind of naturalistic data*) dovysvětlen pomocí příkladů (*another example of similar kind*). Překvapiv byl také vysok podíl extended frame markers, které propojovaly probíhající diskurz s předešlými přednškami (*the other kind of new learning i talked about in my last lecture is learning new actions*).

Autoritativní postoj mluvčího byl patrn v přednšce Medical Dramas on TV, kde se na rozdíl od předchozích sesbralo pouze 26 ppadů metadiskurzu. I tak se v přednšce objevilo nejvíce boosters implikujících vysokou míru jistoty v prezentovanm obsah a transitions reflektujících autorovo uvažování o problematice. Tyto dvě kategorie se často objevovaly vedle sebe (*the medical dramas they were seen by the Radio Times as sexy and post-modern and of course they give a strong visual hint on the cover*). Zajímavé bylo i velmi nízké procento self-mentions (pouze 2 výskyty), které s ohledem na počet boosters naznačují, že mluvčí text prezentoval spíše jako sled obecně ustanovených faktů, spíše než postojů. Další zajímavostí bylo užívání příslovce *yeah*, které mluvčím používal, aby si sám potvrdil sv dřívější sdělení (*they were seen as sexy and post-modern medical dramas yeah sexy and post-modern*).

Vsledky výzkumu prokázaly, že je Hylandův model užitečným nástrojem i pro metadiskurzivní analýzu mluveného akademického projevu, ač s menšími úpravami.

V analyzovanch datech dochzelo k překrvn funkc hedges/code glosses, boosters a engagement markers/endophoric markers, pro které by mohly bt v dalších vzkumech vytvořeny speciln kategorie. Rozsah tohoto vzkumu nedovoluje řdn obecn zvry a vchodiska, ale přesto doufm, ře tato prce pispěje k popisu metadiskurzu a jeho jednotlivch funkc v akademickch pednškch.

Appendix

Transcripts of the analysed parts of individual lectures

Ahlct013 – English studies

if you have been looking at the the web site newsgroup you would have realized that last week's lecture had been changed round because namex namex had to be somewhere else today and so i agreed to swap with him which was er just as well given that i went down with the flu er so those of you who read the newsgroup will have known that if you didn't there's a good reason for keeping up with the newsgroup because bits of information like that do get relayed er and i've not put on the handout details of the books i'm referring to but they are there on the newsgroup so again another incentive to go and use it it saves my time i only have to do it once and send it rather than start f-, copying more paper okay er so i'm going to be lecturing on Orlando Orlando A Biography today and i'm going to concentrate on three main aspects today the biographical aspect the whole issue of parody and issues about er relationship to history and in

fact i had hoped to do more than that and i think i'm not going to have time to do more than that in an hour so i'm going to as it were hold over part of my agenda till next term when i lecture on modernism and gender and i shall talk in more detail next term about the issues around Orlando's sex change and issues of er identity sexual identity and the whole issue of the self whatever that is so today is going to be as it were part one

Ahlct014 – Film and Television studies

as far as the history of the medical drama goes on T-V er i'm going to be showing a documentary er after the lecture er called er i think it's called Docs on the Box it's part of the Docs on the Box er theme evening on B-B-C-two couple of er it was about three years ago now er and in in that theme night there was a documentary er called Playing Doctor and it's it's interviews with it consists of interviews with er well the programme makers medical dramas and that gives quite a good history anyway it's very good actually gives g-, quite a good history of the er er development of the medical drama in in the U-K and in the U-S so we'll be seeing that anyway er after after this lecture so what i want to concentrate on is Cardiac Arrest mostly er although some of the things i'll be saying obviously one can extrapolate and generalize to other medical dramas and other programmes as well okay so i'm going to start er hot docs hot docs this is the cover of

the Radio Times can you see that it's got Helen Baxendale [laughter] and er Mandy Patinkin yeah it's hot docs why we're addicted to medical dramas why we're addicted to medical dramas er and the and the date of that is ninety-five June ninety-five and that's really the high point of the medical drama in Britain it's at that point the medical drama was the er the power genre of the nineteen-nineties today er the power genre is obviously something different er you might call it makeover television tune in on a on prime time on a Friday night er there's a succession of makeover programmes rooms being makeover people er gardens so on and so on so i-, it's a different power genre but

certainly the mid-nineteen-nineties nineteen-ninety-five er think there were about three covers of the Radio Times that had references to medical dramas on it er so the Radio Times was quick to cash in on er what had become this power genre of the mid-nineteen-nineties the medical dramas they were seen by the Radio Times as

sexy and post-modern and of course they give a strong visual hint on the cover about the answer er ah only a couple of minutes in are there roadblocks up in Leamington or something

mm okay so why we're addicted to medical dramas answer Helen Baxendale Mandy Patinkin should have it should have been George Clooney obviously but er B-B-C were showing Chicago Hope er so they can be er they were seen as sexy and post-modern medical dramas yeah sexy and post-modern and of course there's that playful use of the word addicted yeah so a-

Ahsem001 – British Comparative and Cultural Studies

er okay that's just er introduces well can't really call it well for the sake of er this i'll call him the protagonist the main victim i'll say Buckram who is a er penniless black beggar who suddenly finds himself in u-, er on the streets of er London after having served a er two year jail sentence in a in a traditional style for a tr-, crime he did not really commit et cetera et cetera er Buckram and some of his cronies were one of er a number of a group of people who

particularly interested me in eighteenth century England in the black population of London and this was the er large numbers of ex er s-, ex er black servicemen who could have been originally recruited while still slaves er in the American colonies and had joined with the loyalist side and of course after the British lost that particular campaign they er thousands of them left the er eastern seaboard ports and er settled either in Liverpool or in London others er settled of course in Nova Scotia er there's been a continuing er continuous population in Nova Scotia to this day some of them er i understand also settled in Bermuda er and the Bahamas but i know nothing of them and i wouldn't imagine i couldn't for the life of me imagine why any ex-slave would want to go to those places er so that that's the beginning i mean i had a lot of fun writing this book probably too much because er i am someone who loves research i can lose myself in it to a ridiculous degree and

er the thing is with a with so-, with a novel like this there is so much fresh material and so much obscure and downright perverse material that you come across that you just can't refuse the reader the privilege of you know you just have to share it i mean er what i'll what i'll read with you

Sslct027 – Psychology

well

what might they learn basically the two kinds of things that they might learn correspond to the two kind of individual sorts of associative learning that i've been talking about in these lectures so far for example animals might learn from one another the significance of stimuli what foods are good or bad to eat what things are predators these are the kind of things that we know they can learn individually through Pavlovian conditioning but maybe they can learn it from watching other animals what other animal eat what other animals avoid as well the other kind of new learning i talked about in my last lecture is learning new actions for example learning how to get at or handle

food this is the sort of thing that animals can learn individually through instrumental conditioning as i discussed in my last lecture perhaps they can also learn it to some extent by watching other animals and the two the sections of this lecture refer to experiments in which these two potential kinds of social learning are studied before talking about experiments i want to talk a bit about the kind of naturalistic data which suggest to people that this observational or social learning goes on that animals learn things from other animals in their social group or culture which they would not learn in other situations well there is lots of apparent evidence which has been interpreted as evidence of social learning for example if you look at different colonies or troops of chimps the same species but living in different parts of Africa you find that different ch-, troops show different behaviours for example some troops of chimps build nests in trees others don't is it possible that the troops that show this behaviour have learned it by joint learning by copying each other whereas the troops that don't show it have simply not had any demonstrators around so haven't had the opportunity to learn similarly certain specialized kinds of food getting behaviour there's a behaviour i-, a well known behaviour observed in chimps by Jane van Lawick-Goodall er which is termite fishing where a skilled chimp chimps feed off termites which are little ant-like creatures which live in mounds the termites have holes through which they enter and exit from the mound and chimps in some colonies have learned to get twigs or branches strip off the leaves from these twigs so they are nice and thin and pointed and poke the twigs down the holes into the termite mound sit and wait eventually termites will crawl on to the stick at which point the chimp whips the stick out and eats the termites off the stick now this is a quite a skilled behaviour but it's a very cunning way of getting termites out of mounds and it's shown by some chimps and not others and more to the point young chimps have been observed watching their mothers do this and the question arises to what extent do chimps learn this skill by watching their mothers er another example of a similar kind which i mentioned in my last lecture is illustrated in this overhead it shows black rats i said in my last lecture black squirrel that was a mistake it's black rats feeding off pine cones you remember i said that black rats get quite skilled at stripping the exterior off pine cones so they can get at the kernels in the middle well adult rats of course do this skilfully and in the wild it's very often the case that young rats feed together with their parents watch them while they're feeding off pine cones and attempt to feed off pine cones at thems-, themselves at the same time so the question is

List of examples from the analysis

- (1) *er although some of the things i'll be saying obviously one can extrapolate and generalize to other medical dramas (ahlct014)*
- (2) *and so i agreed to swap with him (ahlct013)*
- (3) *er okay that's just er introduces (ahsem001)*
- (4) *and this was the er large numbers of ex er s-, ex er black servicemen who **could have been** originally recruited while still slaves (ahsem001)*
- (5) *the other kind of learning i talked about in my last lecture (sslct027)*
- (6) *er Buckram and some of his cronies were one of er a number of a group of people who particularly interested **me** in eighteenth century england (ahsem001)*
- (7) *and i wouldn't imagine i couldn't for the life of **me** (ahsem001)*
- (8) *part of **my** agenda (ahlct013)*
- (9) *we are addicted to (ahlct014)*
- (10) *we are addicted to (ahlct014)*
- (11) *i agreed to swap with him (ahlct013)*
- (12) *i went down with the flu (ahlct013)*
- (13) *i've not put on the handout (ahlct013)*
- (14) *okay er so i'm going to be lecturing on Orlando (ahlct013)*
- (15) *before talking about experiments i want to talk a bit about the kind of naturalistic data (sslct027)*
- (16) *i agreed to swap with him (ahlct013)*
- (17) *but i know nothing of them (ahsem001)*
- (18) *i had a lot of fun writing this book (ahsem001)*
- (19) *i shall talk in more detail next term about the issues*
- (20) *i said in my last lecture black squirrel that was a mistake it's black rats feeding off pine cones*
- (21) *i think i'm going to have time (ahlct013)*
- (22) *i'll call him the protagonist the main victim (ahsem001)*
- (23) *some of them i understand also settled in Bermuda (ahsem001)*
- (24) *i mean i had a lot of fun writing this book (ahsem001)*
- (25) *i mean what i'll what i'll read with you (ahsem001)*
- (26) *i couldn't for the life of **me** (ahsem001)*
- (27) *you remember i said that black rats get quite skilled at stripping the exterior off pine cones (sslct027)*

- (28) *I mean er what **i**'ll read with **you** (ahsem001)*
- (29) ***perhaps** they can also learn it (sslct027)*
- (30) *which **suggest** to people that this observational or social learning goes on (sslct027)*
- (31) *it is **possible** that the troops that show this behaviour have learned it by joint learning (sslct027)*
- (32) *you **would have realized** that (ahlct013)*
- (33) *so i'm going to **as it were hold** over part of my agenda (ahlct013)*
- (34) *and the whole issue of the self **whatever that is** (ahlct013)*
- (35) *er called er i **think** it's called Docs on the Box (ahlct014)*
- (36) *er **think** there were about three covers of the Radio Times (ahlct014)*
- (37) ***can't really call it** well for the sake of er this i'll call him the protagonist (ahsem001)*
- (38) *that's **just** er introduces well can't really call it well for the sake of er (ahsem001)*
- (39) *some of them i **understand** also settled in Bermuda er and the Bahamas*
- (40) *and this was the er large numbers of ex er s-, ex er black servicemen who **could have been** originally recruited while still slaves (ahsem001)*
- (41) *it is **possible** that the troops that show this behaviour have learned it by joint learning (sslct027)*
- (42) *er you **might call** it makeover television tune in on a on prime time on a Friday night (ahlct014)*
- (43) *that gives **quite** a good history (ahlct014)*
- (44) *now this is a **quite** skilled behaviour but it's very cunning way of getting termites out of (sslct027)*
- (45) ***probably** too much because er i am someone who loves research (ahsem001)*
- (46) *er okay that's just er introduces well can't really call it well for the sake of er this i'll call him the protagonist the main victim **i'll say** (ahsem001)*
- (47) ***can't** really call it well for the sake of er this (ahsem001)*
- (48) *you **might call** it makeover television tune (ahlct014)*
- (49) *we know they **can learn** individually through Pavlovian conditioning (sslct027)*
- (50) *for example animals **might learn** from one another (sslct027)*
- (51) *if **you** have been looking at (ahlct013)*
- (52) *so **we** will be seeing that anyway er after after this lecture (ahlct014)*

- (53) ***one** can extrapolate and generalize to other medical (ahlct014)*
- (54) ***imagine** why ex-slave would want to go to those places (ahsem001)*
- (55) ***those of you** (ahlct013)*
- (56) *so again another incentive **to go and use it** (ahlct013)*
- (57) *the privilege of **you know** (ahsem001)*
- (58) ***what might they learn** (sslct027)*
- (59) *the question arises **to what extent do chimps learn this skill by watching their mothers** (sslct027)*
- (60) ***imagine** why ex slave would want to go to those places (ahsem001)*
- (61) *for example if **you** look at different colonies or troops (sslct027)*
- (62) ***you** might call it makeover television tune in on a on prime time (ahlct014)*
- (63) *these are the kind of things that **we** know they can learn individually through Pavlovian conditioning (sslct027)*
- (64) ***you** would have realized (ahlct013)*
- (65) ***one** can extrapolate and generalize to other medical dramas (ahlct013)*
- (66) ***you** find that different ch-, troops show different behaviours (sslct027)*
- (67) ***you remember** i said that black rats get quite skilled at stripping the exterior off pine cones (sslct027)*
- (68) *and **of course** they give a strong visual hint on the cover about the answer (ahlct014)*
- (69) *bits of information like that **do get relayed** (ahlct013)*
- (70) ***a well known behaviour** observed (sslct027)*
- (71) *these are the kind of things that **we know** they can learn individually (sslct027)*
- (72) *the privilege of you know you **just have to** share it (ahsem001)*
- (73) *and **of course** there's that playful use of the word addicted (ahlct014)*
- (74) *and i wouldn't imagine i couldn't **for the life of me** (ahsem001)*
- (75) *it should have been George Clooney obviously but er B-B-C were showing Chicago Hope er so they can be er tehy were seen as sexy and post-modern medical dramas (100) **yeah** sexy and post-modern (ahlct014)*
- (76) *today er the power genre is **obviously** something different (ahlct014)*
- (77) *and **of course** they give a strong visual hint on the cover about the answer (ahlct014)*
- (78) *well there is lots of **apparent** evidence which has been interpreted as evidence of social learning (sslct027)*

- (79) *these are the kind of things that **we know** they can learn individually through Pavlovian conditioning (sslct027)*
- (80) *there's a behaviour i-, **a well known behaviour** observed in chimps (sslct027)*
- (81) *that's **just** er introduces well can't really call it well for the sake of er (ahsem001)*
- (82) *that you come across that you **just** can't refuse the reader the privilege (ahsem001)*
- (83) *the privilege of you know you **just** have to share it (ahsem001)*
- (84) *and i **wouldn't imagine** i couldn't for the life of me (ahsem001)*
- (85) *there's **a good reason** for keeping up with the newsgroup (ahsem013)*
- (86) *probably too much because er i am **someone who loves research** (ahsem001)*
- (87) *i **agreed** to swap with him (ahlct013)*
- (88) *so another **incentive** to go and use it (ahlct013)*
- (89) *i **agreed** to swap with him (ahlct013)*
- (90) *and in fact i **had hoped** to do more than that (ahlct013)*
- (91) *er Buckram and some of his cronies were one of er a number of a group of people who particularly **interested** me in eighteenth century england (ahsem001)*
- (92) *i **can lose myself in it to a ridiculous degree** and er the thing is with a with so- (ahsem001)*
- (93) *that gives quite a good history anyway it's **very good** actually gives e-, quiet a good history of the development of the medical (ahlct014)*
- (94) *there's **a good reason** for keeping up with the newsgroup (ahlct013)*
- (95) *so another **incentive** to go and use it (ahlct013)*
- (96) ***okay er so** i'm going to be lecturing on Orlando (ahlct013)*
- (97) ***as far as** the history of the medical drama goes on TV (ahlct014)*
- (98) *er so that **that's the beginning** (ahsem001)*
- (99) *i'm going to concentrate on **three main aspects** today (ahlct013)*
- (100) *before talking about experiments i **want to talk** a bit about the kind of naturalistic data (sslct027)*
- (101) *i went down with the flue er **so** those of you who read (ahlct013)*
- (102) ***now** this is a quite a skilled behaviour but it's very cunning way of getting termites out of mounds (sslct027)*
- (103) *last week's lecture had been changed round because namex namex had to be somewhere else today and **so** i agreed to swap with him (ahlct013)*

- (104) *it saves my time i only have to do it once and send it rather than start f-, copying more paper okay er so i'm going to be lecturing on Orlando (ahlct013)*
- (105) *i shall talk in more detail next term about the issues around Orlando's sex change and the whole issue of the self whatever that is so today is going to be as it were part one of my approaches to Orlando (ahlct013)*
- (106) *what i want to concentrate on is Cardiac Arrest mostly er although some of the things i'll be saying obviously one can extrapolate and generalize to other medical dramas and other programmes as well okay so i'm going to start er hot docs (ahlct014)*
- (107) *er the terminology i'll be using is that i'll be talking about quite a lot of experiments where some animals as observers that is they perform something or behave in a certain way and we want to know what the observers learn from watching the demonstrators or models well what might they learn basically two kinds of things (sslct027)*
- (108) *before talking about experiments i want to talk a bit about the kind of naturalistic data (sslct027)*
- (109) *er so that that's the beginning i mean i had a lot of fun writing this book (ahsem001)*
- (110) *eventually termites will crawl on to the stick at which point the chimp whips the stick out and eats the termites off the stick now this is a quite a skilled behaviour but it's very cunning way of getting termites out of mounds and it's shown by some chimps and not others and more to the point young chimps have been observed watching their mothers do this and so the question arises to what extent are the young rats learning this skill by watching their mothers (sslct027)*
- (111) *i'm going to be lecturing on Orlando (ahlct013)*
- (112) *i'm going to concentrate on three main aspects today (ahlct013)*
- (113) *i think i'm not going to have time to do more than that in an hour(ahlct013)*
- (114) *i mean er what i'll what i'll read with you (ahsem001)*
- (115) *i'm going to concentrate on three main aspects today the biographical aspect the whole issue of parody and issues about er relationship to history (ahlct013)*
- (116) *so what i want to concentrate on is Cardiac Arrest mostly er although some of the things i'll be saying obviously one can extrapolate and generalize to other medical dramas and other programmes as well (ahlct014)*
- (117) *so i'm going to be lecturing on ... and i'm going to concentrate on*
- (118) *er think there were about three covers of the Radio Times that had references to medical dramas on it er so the Radio Times was quick to cash in on er what had become this power genre of the mid-nineteen-nineties (ahlct014)*

- (119) *some of them er i understand also settled in Bermuda er and the Bahamas **but** i know nothing of them and i wouldn't imagine i couldn't for the life of me (ahsem001)*
- (120) ***and** i've not put on the handout (ahlct013)*
- (121) ***and** i'm going to concentrate on (ahlct013)*
- (122) ***and** i shall talk in more detail (ahlct013)*
- (123) ***and** i wouldn't imagine i couldn't for the life of me (ahsem001)*
- (124) *er so the Radio times was quick to cash in on er what had become this power genre of the mid-nineteen-nineties the medical dramas they were seen by the Radio Times as sexy and post-modern **and** of course they give a strong visual hint on the cover about the answer (ahlct014)*
- (125) *ok so why we're addicted to medical dramas answer Helen Baxendale Mandy Patinkin should have it should have been George Clooney obviously but er B-B-C were showing Chicago Hope er so they can be er they were seen as sexy and post-modern medical dramas yeah sexy and post-modern **and** of course there's that playful use of the word addicted (ahlct014)*
- (126) *Buckram and some of his cronies were one of er a number of group of people who particularly interested me in eighteenth century England in the black population of London and this was the er large numbers of ex er s-, ex er black servicemen who could have been originally recruited while still slaves er in the American colonies and had joined with the loyalist side **and** of course after the British lost that particular campaign they er thousands of them left the er eastern seaboard ports and settled either in Liverpool or London (ahsem001)*
- (127) *whereas the troops that don't show it have simply not had any demonstrators around **so** haven't had the opportunity to learn similarly (sslct027)*
- (128) *chimps in some colonies have learned to get twigs or branches trip off the leaves from these twigs **so** they are nice and thin and pointed **and** poke the twigs down the holes into the termite mound sit **and** wait (sslct027)*
- (129) *perhaps they can also learn it to some extent by watching other animals **and** the two sections of this lecture refer to experiments in which these two potential kinds of social learning are studied (sslct027)*
- (130) ***and** more to the point (sslct027)*
- (131) *so i'm going to be lecturing on Orlando Orlando A Biography today **and** i'm going to concentrate on three main aspects today (ahlct013)*
- (132) *er **called** er i think it's called Docs on the Box (ahlct014)*

- (133) *for example some troops of chimps build nests in trees others don't (sslct027)*
- (134) *where a skilled chimp chimps feed off termites **which are little ant-like creatures which live in mounds** (sslct027)*
- (135) *er **another example** of a similar kind which i mentioned in my last lecture (sslct027)*
- (136) *basically the two kinds of things that they might learn correspond to the two kind of individual sorts of associative learning i've been talking about in these lectures so far **for example** animals might learn from one another (sslct027)*
- (137) *well there is lots of apparent evidence which has been interpreted as evidence of social learning **for example** if you look at different colonies or troops of chimps the same species but living in different parts of Africa you find the difference (sslct027)*
- (138) *where a skilled chimp chimps feed off termites **which are little ant-like creatures which live in mounds** (sslct027)*
- (139) *can't really call it well **for the sake of er this i'll call him the protagonist** (ahsem001)*
- (140) *i know nothing of them and i wouldn't imagine i couldn't for the life of me imagine why any ex-slave would want to go to those palces er so that that's the beginning i **mean** i had a lot of fun writing this book (ahsem001)*
- (141) *you just can't refuse the reader the privilege of you know you just have to share it i **mean** er that i'll what i'll read with you i mean for the the there are examples form example (ahsem001)*
- (142) *i said in my last lecture black squirrel **that was a mistake** it's black rats feeding off pine cones (ssct027)*
- (143) *i'll call him the protagonist the main victim **i'll say** (ahsem001)*
- (144) *as far as the history of the medical drama goes on TV er i'm going to be showing a documentary er after the lecture er **called** er i think it's called Docs on the Box (ahlct014)*
- (145) *and in in that theme night there was a documentary **called** Playing Doctors (ahlct014)*
- (146) *correspond to the two kind of individual sorts of associative learning that **i've been talking about in these lectures so far** (sslct027)*
- (147) ***i'm going to be showing a documentary after the lecture** (ahlct014)*
- (148) ***i shall talk in more detail next term** (ahlct013)*
- (149) *so **i'm going to as it were hold over part of my agenda till next term when i lecture on modernism** (ahlct013)*

- (150) *the other kind of new learning **i talked about in my last lecture** is learning new actions (sslct027)*
- (151) *it consists of interviews with er well the programme makers medical dramas and that gives quite a good history anyway it's very good actually gives g-, a good history of the er er development of the medical drama in in the U-K and in the U-S so **we'll be seeing that anyway er after after this lecture** (ahlct014)*
- (152) *as far as the history of the medical drama goes on T-V er **i'm going to be showing a documentary er after the lecture** er called er i think it's called Docs on the Box (ahlct014)*
- (153) *so we **will be seeing that anyway er after after this lecture** (ahlct014)*
- (154) ***i said in my last lecture** black squirrel (sslct027)*
- (155) ***i shall talk in more detail next term** (ahlct013)*
- (156) ***i'm going to be showing a documentary after the lecture** (ahlct013)*
- (157) *er another example of a similar kind which **i mentioned in my last lecture** is illustrated in this overhead it shows black rats (sslct027)*
- (158) *so **again another** incentive to go and use it (ahlct013)*
- (159) *and **the two the sections** of this lecture (sslct027)*
- (160) *there's a behaviour i-, a well known beahviour observed in chimps **by Jane Lawick-Goodall** (sslct027)*
- (161) *these are the kind of things that we know they can learn individually through **Pavlovian** conditioning (sslct027)*
- (162) ***i shall talk in more detail next term** about the issues around Orlando's sex change and the issues of identity (ahlct013)*
- (163) *if you have been looking at the the website newsgroup you would have realized that last week's lecture had been changed round (ahlct013)*
- (164) *as far as the history of medical drama goes on T-V (ahlct014)*
- (165) *so **i'm going to as it were hold over part of my agenda till next term** about the issues around Orlando's sex change and issues of er identity (ahlct013)*
- (166) *sexual identity and the whole issue of the self **whatever that is** (ahlct013)*
- (167) *er **i'm going to be showing** a documentary er **after the lecture** (ahlct014)*
- (168) *i think **i'm not going to have time to do** more than that in an hour (ahlct013)*
- (169) *so what **I want to concentrate on** is Cardiac Arrest mostly (ahlct014)*
- (170) *so **i'm going to be lecturing on Orlando Orlando A Biography today and** i'm going to concentrate on three main aspects (ahlct013)*

- (171) *okay er so i'm going to be lecturing on Orlando (ahlct013)*
- (172) *i went down with the flu er so those of you who read (ahlct013)*
- (173) *and the whole issue of the self whatever that is so today is going to be as it were part one of my approaches to Orlando (ahlct013)*
- (174) *i'm going to be showing a documentary er after the lecture er called er I think it's called Docs on the Box (ahlct014)*
- (175) *that gives quite a good history quite a good history of the development of the medical drama (ahlct014)*
- (176) *er i think it's called Docs on the Box (ahlct014)*
- (177) *and i have not put on the handout details of the books i'm referring to but they are there on the newsgroup so again another incentive to go and use it it saves my time (ahlct013)*
- (178) *some of the things i'll be saying obviously one can extrapolate and generalize to other medical dramas and other programmes as well (ahlct014)*
- (179) *if you have been looking at the the web site newsgroup you would have realized that last week's lecture had been changed round (ahlct013)*
- (180) *so we'll be seeing that anyway er after after this lecture (ahlct014)*
- (181) *last week's lecture had been changed round because namex namex had to be somewhere so i agreed to swap with him which was er just well given that i went down with the flu (ahlct013)*
- (182) *but i know nothing of them and i wouldn't imagine i couldn't for the life of me (ahsem001)*
- (183) *well can't really call it well fro the sake of er this i'll call him the protagonist (ahsem001)*
- (184) *er there's been a continuing er continuous population in Nova Scotia to this day some of them I understand also settled in Bermuda er and the Bahamas (ahsem001)*
- (185) *ex er black servicemen who could have been originally recruited while still slaves er in the American colonies and had joined with the loyalist side and of course after the British lost that particular campaign they er thousands of them left the er eastern seaboard ports (ahsem001)*
- (186) *with a novel like this there is so much fresh material and so much obscure and downright perverse material that you come across that you just can't refuse the reader the privilege of you know you just have to share it (ahsem001)*

- (187) *probably too much because er i am **someone who loves research** (ahsem001)*
- (188) *I can lose myself in it to a **ridiculous degree** and er the thing is with a with so- (ahsem001)*
- (189) *where a skilled chimp chimps feed off termites **which are little ant-like creatures which live in mounds** (sslct027)*
- (190) *but **maybe** they can learn if from watching other animals (sslct027)*
- (191) *which **suggest** to people that this observational or social learning goes on (sslct027)*
- (192) ***before talking about experiments** I want to talk a bit about the kind of naturalistic data (sslct027)*
- (193) *the two kinds of individual sorts of associative learning that i've been talking about in these lectures so far **for example** animals might learn from one another (sslct027)*
- (194) *er **another example** of a similar kind which i mentioned in my last lecture (sslct027)*
- (195) *the two kind of individual sorts of associative learning that i've been talking about **in these lectures so far** (sslct027)*
- (196) *the other kind of new learning **I talked about in my last lecture** is learning new actions (sslct027)*
- (197) *the medical dramas they were seen by the Radio Times as sexy and post-modern **and of course** they give a strong visual hint on the cover about the answer (ahlct014)*
- (198) *er so they can be er they were seen as sexy and post-modern medical dramas yeah sexy and post-modern **and of course** there's that playful use of the word addicted (ahlct014)*
- (199) *okay so why we're addicted to medical dramas answer Helen Baxendale Mandy Patinkin should have it should have been Gorge Clooney obviously **but** er B-B-C were showing Chicago Hope (ahlct014)*
- (200) *Okay so why we're addicted to medical dramas answer Helen Baxendale Mandy Patinkin should have it er so they can be er they were seen as sexy and post-modern medical dramas **yeah** sexy and post-modern and of course there's that playful use of the word addicted **yeah** so a- (ahlct014)*
- (201) *er there's a succession of makeover programmes rooms being makeover people er gardens so on and so on **so** i-, it's a different power genre (ahlct014)*