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Talking to Students: Metadiscourse in Introductory Coursebooks

Ken Hyland

Abstract—This paper explores the possible role of university textbooks in students' acquisition of a specialised disciplinary literacy, focusing on the use of metadiscourse as a manifestation of the writer's linguistic and rhetorical presence in a text. Because metadiscourse can be analysed independently of propositional matter, it provides useful information about how writers support their arguments and build a relationship with readers in different rhetorical contexts. The paper compares features in extracts from 21 textbooks in microbiology, marketing and applied linguistics with a similar corpus of research articles and shows that the ways textbook authors represent themselves, organise their arguments, and signal their attitudes to both their statements and their readers differ markedly in the two corpora. It is suggested that these differences mean that textbooks provide limited rhetorical guidance to students seeking information from research sources or learning appropriate forms of written argument. Finally, by investigating metadiscourse in particular disciplines and genres, the study helps to restore the intrinsic link between metadiscourse and its associated rhetorical contexts and rectify a popular view which implicitly characterises it as an independent stylistic device. © 1998 The American University. Published by Elsevier Science Ltd

The Genre of Introductory Textbooks

Textbooks are perhaps the genre most commonly encountered by undergraduate students and constitute one of the primary means by which the concepts and analytical methods of a discipline are acquired. They play a central role in the learners' experience and understanding of a subject by providing a coherently ordered epistemological map of the disciplinary landscape and, through their textual practices, can help convey the norms, values and ideological assumptions of a particular academic culture. As a result, ESP writers have often drawn heavily on coursebooks for example texts (Arnaudet & Barrett 1984; Currie & Cray 1987; Jordan 1990; McEverdy & Wyatt 1990) and they have received attention in the linguists literature (eg Love 1993; Hewings 1990; Tadros 1985). Thus students, particularly in

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Talking With Readers Metadiscourse As Rhetorical Act
American University Studies Series Xiv Education

L Cohen



Talking With Readers Metadiscourse As Rhetorical Act American University Studies Series Xiv Education:

Reviewing **Talking With Readers Metadiscourse As Rhetorical Act American University Studies Series Xiv Education**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Talking With Readers Metadiscourse As Rhetorical Act American University Studies Series Xiv Education**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

<https://archive.kdd.org/public/browse/index.jsp/south%20to%20louisianamusic%20of%20cajun%20bayou.pdf>

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