

Raheleh Naseri

Interactive and Interactional Metadiscourse Signals

**across Academic Disciplines in English Textbook
Chapter Introductions**

LAP LAMBERT Academic Publishing

Table of Contents

Title page	2
Dedication	3
Acknowledgments	4
Abstract	5
Table of Contents	6
List of Tables	10
List of Figures	11
List of Abbreviations	12
Chapter 1: Introduction	
Introduction	13
1.1 Statement of the problem and purpose of the study.....	13
1.2 Significance of and justification for the	14
1.3 Research questions and hypotheses	15
1.4 Definition of key terms	15
1.5 Limitations and delimitations of the study	16
1.6 Outline and organization of the study	17
Chapter 2: Review of the Related Literature	
Introduction	18
2.1 A Brief Overview of Discourse Analysis	19
2.1.1 Text Analysis versus Discourse	19
2.1.2 Academic Discourse	22
2.2 Metalanguage and Metalinguistic Functions of Language	22
2.3 Metatext versus Metadiscourse	23
2.4 The Concept of Metadiscourse	24
2.4.1 What is Metadiscourse?	24

2.4.2 Textual and Interpersonal Functions of Metadiscourse	25
2.5 Reflexivity and Metadiscourse	27
2.5.1 Text Reflexivity	28
2.5.2 Discourse Reflexivity	28
2.5.3 A Model of Reflexive Metadiscourse	29
2.6 Metadiscourse and Audience	32
2.7 Different Classifications of Metadiscourse	34
2.7.1 Meyer's Classification	34
2.7.2 Williams' Classification	35
2.7.3 Crismore's Classification	35
2.7.4 Ifantidou's Classification	36
2.7.5 Dafouz-Milne's Classification	37
2.8 Shortcomings of Different Models of Metadiscourse	38
2.9 Key Principles of Metadiscourse	39
2.10 Hyland's Classification of Metadiscourse	41
2.10.1 Interactive Signals	41
2.10.2 Interactional Signals	43
2.11 Metadiscourse and Genre	45
2.11.1 The Concept of Genre	45
2.11.2 Metadiscourse and Genre	47
2.11.3 Textbook as a Genre	48
2.11.4 Metadiscourse and Textbook Chapter Introductions (TCIs).....	49
2.12 Metadiscourse and Discipline	52

Chapter 3: Methodology

Introduction	54
3.1 Research Design and Methodology.....	54
3.2 Data Collection and Data Selection Criteria	54
3.3 Categories of Analysis	55
3.4 Procedures of Data Analysis	56

Chapter 4: Results and Discussion

Introduction	59
4.1 Results	59
4.1.1 Distribution of Interactive and Interactional MTDS in TCIs	59
4.1.2 Disciplinary Distribution of Interactive and Interactional MTDS across Four Disciplines of AL, S, CS, and E	61
4.1.3) Categorical Distribution of Interactive MTDS across Four Disciplines of AL, S, CS, and E in TCIs	63
4.1.4) Categorical Distribution of Interactional MTDS across Four Disciplines of AL, S, CS, and E	66
4.2) Discussion	70
4.2.1) Distribution of Interactive and Interactional MTDS in TCIs	70
4.2.2) Disciplinary Distribution of Interactive and Interactional MTDS across Four Disciplines of AL, S, CS, and E	71
4.2.3) Categorical Distribution of Interactive MTDS across Four Disciplines of AL, S, CS, and E in TCIs	72
4.2.4) Categorical Distribution of Interactional MTDS across Four Disciplines of AL, S, CS, and E	74

**Chapter 5: Conclusion, Pedagogical Implications and
Suggestions for Further Research**

Introduction 77

5.1 Restatement of the Research Questions and Hypotheses 77

5.2 Conclusion 78

5.3 Pedagogical Implications..... 78

5.4 Suggestions for Further Research 80

References81

Appendix A: Sources of the Selected Textbook Chapter Introductions 86

Appendix B: Selected University Textbook Chapter Introductions 90

Appendix C: List of Interactive and Interactional Metadiscourse Signals 114

Appendix D: Tables of Data Analysis 118

Persian Abstract 159

Defense Proceedings 160