

METADISCOURSE RESOURCES IN ACADEMIC WRITING

(Review article)

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Abstract

The most important aspect of scientific discourse is presentation of scientific results so that they can gain recognition by the international community. Scientific paper is successful only if the writer manages to guide a prospective reader through the complex maze of results and reveals enabling him, thus, to easily find and rightly interpret the presented data. This means that writers must present their stances cautiously, accurately and modestly to meet the expectations of their discourse community. To this end, they must be aware of the features of the discourse community they belong to and the dominating genre. This is even more important when they write in foreign language, since genres are often culturally bound and the rhetoric traditions and styles can significantly differ in various languages. The aim of this paper was to establish whether the papers written by Serbian authors contain metadiscourse markers as rhetorical elements used to improve interaction between writers and readers. To this end, ten papers from psychology of sport were analysed and all metadiscourse devices were identified. The findings show that the analysed texts contain all categories but the number of certain markers is negligible. More specifically, Serbian language offers linguistic resources of metadiscourse that can aid writers to better organize their arguments and interact with their readers but, except for transition markers and hedges, these resources are realized in a relatively small number of different elements. Such results indicate that introduction of advantages of all strategies aimed at achieving rhetorical aims could improve academic production quality.

Keywords: *genre, metadiscourse markers, Serbian language, repsyaders, psychology of sport, physical education*

INTRODUCTION

There were many attempts in the field of applied linguistics to establish and describe those rhetorical devices which feature academic writing process and can contribute written articles to provoke in readers exactly the same reactions that writer had in mind and wanted to achieve during his/her creative and complex process as whiting is.

Such attempts resulted in great innovations in instruction of foreign languages for specific purposes. As most of the scientific achievements today are published in English language, foreing language teachers tend to dedicate more attention in their syllabuses to development of those skills which would enable students to easily use international references in their respective fields, as well as to present their own ideas and achievements to the international scientific and professional community. Any description and explanation of writing process could help acquisition and teaching of writing skills.

Metadiscourse is a type of interaction between writer and reader. Naimely, in a successful written

communication on the text level (discourse), writer provides information on a given topic, subject of the research, while on the level of metatext (metadiscourse) he/she does not add any information related to the topic itself but directs and guides reader through the text, creating thus conditions for more comprehensive understanding of contents and writer's stance and intentios. There are numerous descriptive studies on metadiscourse as significant feature present in different text types, from textbooks and scientific papers to final papers and doctoral dissertations (Đorović, 2009: 664-665). Key contribution of metadiscourse to studying language use is that it helps us understand the relation between often an uncoscious choice of language that we use and social context in which such choices are made (Jelić, 2010:24).

This paper is aimed at analysing the usage of metadiscourse markers, as rethorical devices characteristic for for scientific genre in the field of psychology of sport and physical education. Additionally, its aim is to indicate, by identifying these markers, to all

those rhetorical means available in Serbian language, as well as their functions, which can help scholars to improve the quality of their papers.

Corpus analysis will provide data on occurrence of metadiscourse markers in scientific papers in the field of psychology of sport and physical education written in Serbian language.

METHODS

This part provides the description of data processing and theoretical model used to analyse Metadiscourse markers in Serbian scientific papers that are subject of this research corpus. Due to paper volume and model complexity, we shall not deal with quantitative aspect of their use or distribution of the units found in the corpus according to the frequency of their use. Instead, we shall only list the categories realized with most different devices and analyse them morphologically and/or syntactically

Hyland (2005:16), who provided a metadiscourse classification fundamental for numerous contrastive studies states that the concept of metadiscourse has enormous potential to include those language features which describe not only how we organize our own ideas but how we connect to our listeners or readers. Therefore, he proposes clearly a reader-oriented approach intended to guide readers through text and he states this as one of the most important tasks for authors.

Hyland (2005:38) differentiates propositional content and materials used to organize such content and to express writer's beliefs and stances, and the latter is termed metadiscourse. Such a distinction was a starting point of his theory which resulted in a functional approach that understand metadiscourse as a way in which writer relates to the text, to him/herself and to the readers. He identified two dimensions, each containing five broad sub-categories.

Interactive dimension refers to writer's awareness about his intended audience and the resources he uses to organize discourse and adapt it to his/her readers' needs in order to enable them to understand best his interpretations and aims. Their deployment helps organize propositional content in more coherent and convincing manner (Hyland, 2005:50). To this end, the following rhetorical resources of interactive dimension with the related functions are identified:

1. transition markers help readers to interpret pragmatic connections between steps in an argument and links between the ideas;

2. frame markers signal text boundaries or elements of schematic text structure.

3. endophoric markers are expressions which refer to other parts of the text, used by the author to aid text understanding and supporting arguments, by referring to earlier material or by anticipating something yet to be expressed.

4. evidentials in academic writing serve to refer to other reliable sources so that the author can show another sources that affected his arguments .

5. code glosses supply additional information, by rephrasing, explaining or elaborating what has been said in order to ensure the reader is able to interpret the writer's intentions.

Interactional dimension refers to author's perspective of interaction with readers, giving them opportunity to contribute to text interpretation. They control the level of personality in a text. This dimension also has five sub-categories (Hyland, 2005:52).

1. hedges which „mitigate the force of proposition, express respect, signal insecurity etc.” (Hyland, 1998:156). When using hedges, writers withhold responsibility for their own reasoning. These markers deal with the interpersonal relationship between the writer and reader, and allow reader to participate in a dialogue and give them opportunity to assess the value of the propositional content (Hyland, 1998:170).

2. boosters enable writers to reject conflicting views and express their certainty in what they say.

3. attitude markers refer rather the writer's affective attitude to prepositions.

4. self mention refers to the degree of author's explicit presence in the text

5. engagement markers are those linguistic devices used to explicitly address readers aimed at including them as discourse participants.

The material used for the analysis of metadiscourse markers consists of ten scientific papers written in Serbian by the experts in psychology of physical activity, published in national journals and conference proceedings in the period from 2002 to 2012. (*Fizička kultura, Zbornik instituta za pedagoških istraživanja, Psihologija, Engrami, Primenjena psihologija, Aktuelno u praksi, Pedagoška stvarnost*). The articles were selected randomly but they were all research articles. The presented examples are presented in original sentence they appear in.

RESULTS AND DISCUSSION

From the material in Serbian language, all formal-grammatical units that present potential metadiscourse elements were selected and classified in categories according to their functions i.e., the model provided by Hyland.

Transition markers were the most represented markers in the analysed material. 42 different realizations were found with the function to organize propositional content in such a way as to provide a coherent text, understandable and interpretable for the reader. These are:

I, MEĐUTIM, KAO I, TAKOĐE, DAKLE, NAIME, IAKO, ALI I, DOK, KAKO TAKO I, NAPROTIV, PAK, PRI TOME, PORED, ALI, IPAK, STOGA, PORED TOGA, MADA, ZA RAZLIKU OD, PREMA TOME, TE, PREMDA, U POREĐENJU SA, KAO ŠTO SU, S DRUGE STRANE, NE U VEĆ U, U ODNOSU NA, ČAK, NASUPROT, ISTO TAKO, PA, OSIM TOGA, ZAPRAVO, OTUDA, S JEDNE/DRUGE

STRANE, NE SAMO, VEĆ I, ČAK I, UZ ...I, U ODNOSU NA, U ISTO VREME

Hyland (2005) further classifies these markers into ones that serve writer to add new elements to his/her argument, to mark arguments as either similar or different and to tell readers that a conclusion is being drawn or that an argument is being countered. This led to further classification of the found markers which is presented in Table 1.

1. *Predma* bavljenje sportom može doneti koristi adolescentima oba pola, dobijeni rezultati sugerišu da bavljenje sportom posebno pozitivno utiče na self-koncept pripadnika muškog pola.

2. *Naime*, fizičko vaspitanje je jedini predmet u školi koji učenicima daje mogućnosti za učenje motornih vještina, razvoj fizičke kondicije i razumevanje fizičke aktivnosti.

3. *Adolescentkinje* koje se ne bave sportom postižu niže skorove u odnosu na svoje vršnjakinje sportistkinje u svim varijablama (sem procene poslovne kompetencije), *međutim*, skorovi adolescentkinja nesportistkinja su viši u odnosu na adolescente nesportiste (u svim domenima osim u proceni sportske kompetentnosti).

4. *Zapravo*, između fizičkog vaspitanja i sporta često se stavlja (ili prećutno podrazumeva) znak jednakosti.

5. *Prema tome*, istraživane varijable bavljenja sportom su:.....

It can be seen that most of these markers are modal particles and full modal expressions for expressing personal stance or any other stressing, confirming or countering (according to Stevanović, 1986: 383).

Particularly frequently used are the phraseological expressions: *S OBZIROM NA TO DA + VERB* and *S OBZIROM NA + NOUN*

6. *S obzirom na* zastupljenost i važne razvojne implikacije nespretnosti kod dece škol-skog uzrasta, u radu će biti prezentovana aktuelna naučna saznanja vezana za dijag-nostiku, etiologiju, komorbiditet,

razvojnu perspektivu i tretman DCD, *te* podršku koju škola može da obezbedi deci sa DCD.

We have also noted that in many cases they were used inconsistently and wrongly, in the form: *S OBZIROM DA* + noun/verb.

7. *S obzirom* da u većini slučajeva deca ne „prerastu“ probleme sa motornom koordinacijom, *kao* i da postoji značajan rizik od sekundarnih problema (slabije školsko postignuće, mocionalni i socijalni problemi), rana identifikacija DCD kod dece je veoma važna.

The most frequent markers found in the analysed corpus were: *međutim*, *dakle*, *kao i*, *takođe* and *naime* while other realizations appear far less frequently. In selecting the examples, it was noted that diversity in particular papers is actually limited and the writers usually decide to use one marker and then they frequently repeat it so it would be advisable to introduce them different possibilities available to them.

Frame markers also make discourse more understandable to readers because they serve to sequence, label text, predict or shift arguments. The markers from the corpus are used to:

while no frame markers were found in the corpus that serve to explicitly label text phases (for example: *u ovom poglavlju*, *na kraju*, *kao zaključak*, *da rezimiramo*).

Most frequently used parts of speech for the first group of markers are: ordinal numbers, adverbs, prepositions, verb adverbs and propositional/adverbial expressions.

The second group consists of sentences which are complemented with object (goals to be announced).

8. *Pored struktura razlika u afektivno-motivacionim dispozicijama sportista s obzirom na nivo uspeha*, *ovaj rad će se baviti* i strukturom razlika s obzirom na prirodu sporta.

9. *I na kraju*, ali ne manje važan faktor, jeste manifestovanje poverenja u svoju decu i njihove sposobnosti i na taj način jačanje i ohrabivanje njihovog samopouzdanja.

Table 1: Classification of transition markers according to Hyland (2005)

Addition	Comparison	Consequence
<i>I, KAO I, ALI, ALI I, TE, KAO ŠTO SU, PORED (TOGA), NE SAMO .. VEĆ I, ČAK I, UZ...I, PRI TOME, U ISTO VREME</i>	<i>MEĐUTIM, TAKOĐE, DOK, KAKO ...TAKO I, NAPROTIV, MADA, ZA RAZLIKU OD, PREMDA, U POREĐENJU SA, S JEDNE STRANE, S DRUGE STRANE, U ODNOSU NA, PAK,</i>	<i>DAKLE, NAIME, IPAK, STOGA, PREMA TOME, ZAPRAVO</i>
Internally order arguments	To announce discourse goals	
<i>PRVO, DRUGO, TREĆE; POČEV OD ... PREKO DO; POTOM, PRVI ... SLEDEĆI ... I NA KRAJU; POSLE; ISTOVREMENO, KONAČNO</i>	<i>OVAJ RAD ĆE SE BAVITI, CILJ(EVI) ISTRAŽIVANJA U OVOM RADU JE/ BIO JE, CILJ NAŠEG ISTRAŽIVANJA JE, PREDMET OVOG RADA JE, U CILJU, U RADU SU ILUSTROVANE, U RADU SE ANALIZIRA, OSNOVNI CILJ OVOG RADA JE, U NASTAVKU SE RAZMATRA;</i>	

10. U nastavku se razmatra statistička značajnost dobijenih razlika između adolescenata i adolescentkinja u zavisnosti od bavljenja sportom (Tabela 2).

11. Prvi korak je verbalno i/ili neverbalno ohrabrivanje deteta da se zainteresuje za sport i u njega uključi. Sledeći korak je uključivanje roditelja u samu aktivnost dece (porodične šetnje, upoznavanje dece sa određenim sportovima, zajednička igra loptom, ili pomoć u tome).

Endophoric markers help readers to easily detect propositional content by rephrasing the earlier material or announce something yet to come. They guide readers through the discussion in order to reach a preferred interpretation of discourse. In the elaborated corpus, they are most often used to directly indicate visual part of the text, such as tables, charts or graphs, so these markers are realized by the following propositional-case constructions, phrases and clauses:

IZ TABELE SE VIDI; U TABELI SU PRIKAZANI; NA OSNOVU TABELE MOŽE SE ZAKLJUČITI/KONSTATOVATI/PRETPOSTAVITI; U TABELI, NA OSNOVU TABELE; KAO ŠTO SE IZ POMENUTE TABELE VIDI, PODACI DATI U GRAFIKONIMA, SA SLIKA VIDIMO, PREZENTOVANI NA SLICI, (TABELA 1), REZULTATI PRIKAZANI U TABELI... , IZ TABELE ..., UVIDOM U TABELU 2 I SLIKU 2, PREDSTAVLJENI SU U TABELI 1.12.

12. Rezultati dati u tabeli 2 ukazuju da se četiri ispitivana poduzorka statistički značajno razlikuju.

13. Osnovni parametri koji opisuju uzorak ispitanih sportista prezentovani su u tabeli 1. Kao što se iz pomenute table vidi, svi sportisti su svrstani u tri subuzorka imajući u vidu prirodu sporta kojim se bave.

14. Podaci koji se odnose na zanimanje i obrazovanje roditelja (tabela 2) u skladu su sa podacima datim u grafikonima 2 i 3, jer se najveći procenat očeva i majki mladih sportista Srbije bavi stručnim i umetničkim zanimanjima.

15. Međutim, uvidom u tabelu 2 i sliku 2, uočavamo da su sportistkinje u poređenju sa vršnjakinjama nesportistkinjama usvojile i više pozitivnih, tradicionalno femininih atributa.

Evidentials are „metalinguistic representations of an idea from another source” (Thomas and Hawes, 1994 in Hyland, 2005:51). They establish an authorial command of the paper subject, and in scientific papers they include references of certain discourse community that supports arguments provided by the author.

In our corpus the authors refer to sources by:

- stating authors name in brackets, followed by year of publishing and/or page number.

16. Međutim, nije nađena značajna razlika između sportista nacionalnog ranga i preostale dve kategorije (Williams & Parkin, 1980, prema Cox, 2005).

- stating in brackets ordinal number of the reference attributed by the he writer

17. Na osnovu sinteze postojećih saznanja

[5,7,8,31,35,37,40,41,46] manifestacije DCD u školskom ambijentu mogu se grupisati u nekoliko kategorija.

- by attributing authors whose results, models, classification etc. are used: *PREMA [name], PO SHVATANJU [name], POJEDINI AUTORI SMATRAJU [name], NA OSNOVU RANJIH ISTRAŽIVANJA [name], PREMA PREGLEDIMA SAČINJENIM U LITERATURI [name]*

18. Grejem (Graham, 2001) ističe da takmičenje u fizičkom vaspitanju izlže manje sposobne učenike većem pritisku.

19. Zanimljivi su rezultati novijeg istraživanja koje je sproveo Karlson sa saradnicima (Carlson, Scott, Planty & Thompson, 2005).

The analysed papers contained many different examples of credibility appeals, showing that authors know the conventions of clearly stating and stressing everything that was taken from other authors. It should be added that different style of citation is often prescribed by journals that publish such papers. However, there were no examples of direct quotations.

Code glosses represent writers anticipation about reader's knowledge. In this corpus they most often have function of connection of sentence elements, by explaining. They are: *NA PRIMER, PRIMERA RADI, KAO PRIMER, TAKO NA PRIMER, TO ZNAČI, ODNOSNO, DRUGIM REČIMA, ILI BOLJE REČENO, I DRUGI, U STVARI*, and often they are in form of abbreviations: *TJ., TZV., ITD., NPR*, or acronyms for various questionnaires, research instruments or variables (*MOP, GTR*).

20. Drugim rečima, bavljenje sportom je više povezano sa procenom sportske kompetentnosti nego fizičkog izgleda.

Rhetorical devices used by writers to anticipate readers' comments, to express academic politeness, solidarity and to respond to a potential dialogue with readers are considered interactional dimension of Metadiscourse.

Hedges, which in English language rank among the most used resources (Hyland, 2005:130) are the devices that Vandekopple claims are used by the text authors to express doubts and concern regarding the objective accuracy and truth of the content they present (Blagojević, 2008:80). Thus, he leaves some space to his/her readers to judge the truthfulness of the proposition and avoids imposing his/her own opinion which could also be considered a kind of academic politeness.

In this material, hedges are realized in great number of different realizations which can be grouped as follows:

1. adverbs and adverbial predicates: *OKO, RELATIVNO, ČESTO, VEROVATNO, MOGUĆE JE, OBIČNO, GENERALNO, POTREBNO JE*

2. epistemic adjectives: *ČEST, MOGUĆ, IZVESTAN*

3. epistemic performative verbs: *UKAZIVATI, SUGERISATI, PRETPOSTAVITI, UPUĆIVATI*

4. phrases (noun, adjective and adverb): *GENERALNO GLEDANO, U NAJVEĆOJ MERI, U CELINI, U VEĆINI SLUČAJEVA, MANJE ILI VIŠE, NEŠTO VIŠE, NEŠTO SLABIJI, PREMA NAŠEM MIŠLJENJU*

5. epistemic modal verbs: *TREBATI* AND *MOĆI*

6. conditional clauses

The most represented category are modal verbs with the verb “should” *trebati* appearing either as complex verb predicate (*treba* + infinitive) or in potential, while the epistemic verb “can” *moći* appears as:

1. complex verb predicate in present tense:

- with *DA* + present: *MOŽE DA BUDE*

- with a non-finite infinitive: *MOŽE SE OBRAZLOŽITI / OBJASNITI / ZAKLJUČITI / RAZUMETI / (PO)SMATRATI/ IZVESTI ZAKLJUČAK /PRETPOSTAVITI /OČEKIVATI / DOKAZATI /NAČI /PRENETI; MOGU SE OBJASNITI/ UPUĆIVATI/ POSMATRATI/ POVEZATI/ RAZVRSTATI*

- FINITE INFINITIVE: *MOGU SUGERISATI / UTICATI / POKAZATI / DOPRINETI; MOŽE IMATI / POSLUŽITI*

2. complex verb predicate in perfect tense: *MOGLO SE OČEKIVATI*

3. complex verb predicate in potential:

- in non-finite form: *MOGLO BI SE REĆI / SUGERISATI / OBJASNITI* or

• finite form: *TO BI MOGAO BITI, MOGLO BI DA BUDE.*

21. *Generalno gledano*, dobra nastavna praksa podrazumeva planiranje i realizaciju takmičarskih aktivnosti koje naglašavaju samonapredovanje, učestvovanje, fer-plej i saradnju.

22. Rezultati retrospektivnih i longitudinalnih studija *ukazuju* na povezanost DCD i sledećih faktora: mala gestacijska starost (manje od 28-29 nedelja), niska telesna težina na rođenju, porođaj praćen komplikacijama, žutica, respiratorni problemi, hipoksija, komplikacije u trudnoći [16,18].

23. *Moguće je* da za adolescente nesportiste, uspešnost u sportskom domenu nije toliko važna, pa onda svoje opšte samopoštovanje vezuju za kompetentnost u drugim domenima, npr. poslovnu kompetentnost i kontrolu ponašanja.

24. *Može se pretpostaviti*, da su devojke koje su se opredelile za studiranje na Fakultetu sporta i fizičkog vežbanja, dodatnim ulaganjem napora razvile svoj opšti motiv postignuća angažovanjem u oblasti sporta i fizičkog vežbanja pre upisa na fakultet, reagujući na odnos šireg društvenog okruženja prema angažovanju pripadnica ženskog pola u toj oblasti.

25. *Uopšteno govoreći*, naš krajnji cilj je da kroz potvrđivanje veze između porodice i sporta, još jednom rasvetlimo ulogu i značaj porodice, pre svega roditelja u procesu opredeljivanja za sport, kao i u procesu kontinuiranog bavljenja istim, a sve radi stvaranja povoljnije društvene klime u kojoj će njeni pozitivni uticaji biti prepoznati, vrednovani i ohrabrivani.

26. *Oko* 96.6% anketiranih sportista izjavljuje da

roditelji podržavaju njihovo bavljenje sportom, da ih podstiču i ohrabruju i da im uporedo sa ekonomskom pružaju snažnu psihološku podršku.

Boosters are those elements that enable writer to close down alternatives, reject conflicting views and express doubtless certainty in one's own results and stances. Their usage strengthens an argument to enable readers to make the same conclusions as the writer.

These markers appeared in the corpus as

1. adverbs used as verb/noun modifiers: *ZNAČAJNO, IZRIČITO, POSEBNO, POUZDANO, PRILIČNO, JASNO, EKSPPLICITNO, OČIGLEDNO, DOSLEDNO, NARAVNO.*

2. adjectives: *SNAŽAN, POSEBAN*

27. Njih *izričito* više karakteriše takmičarski duh ($F=51.43, p<0001$), orijentacija na postignuće i moralnost.

28. *Posebnu pažnju* zavređuju novija istraživanja o recipročnoj povezanosti fizičkog self-koncepta i fizičkog vežbanja koja se baziraju na primeni »modela recipročnih efekata« (Reciprocal effects model – REM) koji je primarno postavljen u domenu akademskog self-koncepta.

Attitude markers, used by the authors to express their surprise, agreement or frustration, in our material were manifested only in three realization of non-finite adverbial constructions: *ZANIMLJIVO JE, IZNENAĐUJUĆE JE, INTERESANTNO JE.*

29. *Interesantno je* napomenuti da čak i u istraživanjima samovrednovanja kod talentovanih adolescenata, procena fizičkog izgleda igra značajnu ulogu u opštem samovrednovanju, uz socijalnu prihvaćenost i školsku kompetentnost (Hoge & McSheffrey, 1991; Rudasill & Callahan, 2008).

30. Ono što je *zanimljivo* jeste rezultat kanoničke diskriminativne analize koji sugeriše da se vrhunski sportisti od prosečnih razlikuju na osnovu varijabli ekstraverzije, sportskog samopouzdanja, somatske anksioznosti i neuroticizma, što je u skladu sa očekivanjem, međutim, ono što nije očekivano je činjenica u vezi izraženosti ovih dimenzija.

Self mention markers, which express the degree of author presence in the text are mostly expressed by first-person pronouns (singular and plural) and possessive adjectives. In the analysed material, in line with the recent writing conventions that featured Serbian academic discourse, only one first-person plural pronoun was found, which indicates that Serbian authors continue to avoid self-representation. The elements used in our corpus to suggest author presence are:

• first-person plural possessive adjective “our” *NAŠ* as for example:

31. *U našoj sredini*, rezultati istraživanja motiva postignuća budućih nastavnika, objavljeni su još početkom osamdesetih godina prošlog veka (Lazarević i Sindelić, 1984).

• by using verbs of thinking and opinion, perception, speaking and feeling in the first-person plural (in present, past and future): *SMATRATI, MISLITI,*

ŽELETI, OČEKIVATI, UOČAVATI, SPOMENUTI, NADATI SE.

32. *Spomenućemo i obrazovnu strukturu roditelja naših ispitanika da bi smo preciznije odredili okvir važenja naših nalaza s obzirom na ovu karakteristiku porodične sredine koja je relevantna za razvoj.*

33. *Međutim, mi smo želeli da ispitamo da li se devojke i mladići, budući nastavnici fizičkog vaspitanja, razlikuju u pogledu karakteristika motiva postignuća, s obzirom na to da se radi o mladima koji su orijentisani na sport i fizičko vežbanje u pogledu kojih u našoj kulturi postoje različita očekivanja vezana za pol.*

34. *Mislimo da se objašnjenje nepodudarnosti rezultata ova dva istraživanja može naći u razlikama između uzoraka.*

35. *S obzirom na to da su se ispoljile razlike među polovima u pogledu izraženosti motiva postignuća, smatrali smo da je potrebno ispitati i prirodu razlika u samoj strukturi, posmatrano preko četiri komponente motiva postignuća.*

36. *Imajući u vidu rezultate dosadašnjih istraživanja, pretpostavili smo da je uticaj porodice na formiranje potrebe za bavljenjem sportom, na prirodu i stepen angažovanja, orijentaciju na postignuća u sportu, ključan.*

Engagement markers enable authors to address readers as participants in argument presentation by the usage of pronouns that refer to readers ("you" ви, inclusive "us" ми), imperative, questions, references to common meaning. They are very important for realization of those rhetorical aims that refer to connection to their readers. The analysed corpus featured only two realizations of inclusive "us" *mi* and eight questions but only in four of the analysed papers:

37. *Sportsko samopouzdanje nam govori o tome koliko sportista veruje u sebe i svoje sposobnosti, kako procenjuje sebe u odnosu na druge i koliko je realan u toj proceni.*

38. *Postavlja se pitanje da li je takmičenje u fizičkom vaspitanju uvek pedagoški opravdano? Ili bolje rečeno, kada je opravdano? Da li je takmičenje samo po sebi dobro ili loše? Kakva je uloga nastavnika fizičkog vaspitanja ukreiranju podsticajnog takmičarskog ambijenta?*

39. *Prvo pitanje je: postoji li razlika u afektivno-motivacionim dispozicijama sportista s obzirom na vrstu (plivanje, rvanje, veslanje) i prirodu (ciklični i aciklični) sporta kojom se bave i nivo uspešnosti (vrhunski, prosečni). Drugo pitanje, možda čak i važnije od prethodnog, glasi: koja je struktura razlika u afektivno-motivacionim dispozicijama sportista s obzirom na nivo uspešnosti i prirodu sporta kojim se bave.*

The results obtained in this corpus, indicated that, writers on the whole prefer interactive to interactional metadiscourse, which suggests that they understand importance of explaining their steps in the process of argumentation, to emphasise their arguments and reject any ungrounded interpretations of vague ideas in order to ensure successful communication with their

readers. The most diverse interactive resources by far were transition markers which appeared in 42 different language structures. This shows that writers are aware that text elements need cohesive link by which the writers help readers to easily comprehend complex and expert content of their papers. Similar diversity appears also with evidentials which can lead to a conclusion that the national journals where these papers were published do not have strict standards as those in technical sciences (Jelić, 2010:58). Interdisciplinarity of texts, which contain many accompanying tables, graphs and charts, in my opinion, caused that even endophoric markers appear in great number of different realizations which surely contributes to better connect visually displayed information with textual elements.

In compliance with the findings of other authors (Blagojević, 2008:210; Hyland, 2005:133) even in this corpus, interactional metadiscourse was most represented by hedges. However, most of the hedges by majority of authors are realized by usage of either performative verb *ukazivati* or modal verb *moći*, while the remaining forms are employed in four cases at most in the entire corpus. It can be concluded that Serbian authors mostly use these markers to signal that they are not fully ready to grant for the presented results. Compared to these markers, surprisingly, significantly lower number boosters appeared, contrary to other authors findings (Hyland, 2005:133), which can lead to a conclusion that authors are less direct in stating their arguments. The least represented markers of interactional metadiscourse dimension in this corpus were attitude markers, realized only by three constructions.

Hyland (2005:150), however, observed that those markers were far less represented in natural sciences than in social sciences. Even this can be explained by interdisciplinarity of psychology of sport where the authors stress generalizations supported by quantitative methods, to present their claims. Similarly, self mention are never realized by employment of first-person singular pronoun, in line with the attitude that has dominated Serbian academic community for several decades resulting from the functional styles theory according to which stressing subjectivity is considered atypical for scientific functional style and therefore they tend to make their writing impersonal or occasionally use first-person plural pronoun, as the case is with the authors from this corpus. Still, the first-person plural pronoun appears to a limited extent within the category of engagement markers and is used to help guide the reader through arguments towards target interpretation.

CONCLUSION

This paper indicates to diversity of resources Serbian language possesses which can have rhetorical functions of metadiscourse elements, but it is limited to qualitative analysis only. Although this analysis provides an extensive overview of markers diversity, it should be underlined that without an in-depth quantitative analysis it cannot be precisely established how often, in fact,

our authors use rhetorical resources available to them, which would complete the picture on how often and how the Serbian authors use them to better organize their propositional content. Still, it can be concluded that for mastering academic writing skills the final-year students should acquire certain knowledge on discourse features of the genre of their field and consequently appropriate knowledge on metadiscourse elements in Serbian language, which would undoubtedly, be useful when they start writing in foreign language.

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