

Interactive and Interactional Metadiscourse Signals across Academic Disciplines in English Textbook Chapter

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Abstract

Textbooks are the significant means of communication and delivery of factual knowledge between writers and learners in academic world. Text organization and discourse persuasion are essential concepts in academic context where the writers have to consider the academic audiences and their educational needs. So, Interactive metadiscourse signals which provide useful information about how writers support their arguments and Interactional metadiscourse signals which build a relationship with readers in different contexts are crucial components in textbooks. Despite their importance in academic writing, we know little about how these signals are used in different disciplines and genres. This study explores the use of Interactive and Interactional metadiscourse signals across four disciplines of Applied Linguistics, Sociology, Computer Science and Economics in textbook chapter introductions. Based on a corpus of forty textbook chapter introductions, the distribution of Interactive and Interactional metadiscourse signals; the disciplinary distribution of these signals and the categorical distribution of Interactive and Interactional metadiscourse signals across four disciplines of Applied Linguistics, Sociology, Computer Science and Economics were calculated per 1,000 words and they were also compared in textbook chapter introductions. The analysis of this study shows that the, the distribution of Interactive metadiscourse signals is higher than Interactional metadiscourse signals in textbook chapter introductions. There are also differences in disciplinary and categorical distribution of these signals. The findings of this study may have some pedagogical implications for teaching writing in academic disciplines and genres especially to teach EFL learners.