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Conference Abstract

Meta-Discourse Markers in Academic Writing: A cross-linguistic study of academic formulaic expressions

Dr Tarek Assassi and Belahouel Amina Yassmine

Senior Lecturer / PhD student

Biskra University / Tlemcen University

t.assassi@univ-biskra.dz

Abstract

The current paper is a part of an ongoing research project designed to analyze cross-linguistically the occurrence of metadiscourse markers in academic research. To put the study into perspective, there is a consensus all over the academic community that the abstract, as a summary of the research paper can stand as an indicator of the acceptance or rejection of the research paper by scholarly referees. Accordingly, the main aim of this research is to shed light on metadiscourse markers in the abstract section of published academic articles authored by Algerian, Egyptian and native researchers in applied linguistics. The main issue faced by Algerian scholars in publishing their papers in highly recognized journals, as the researchers noticed, might be related to the lack of use of metadiscourse markers to structure this important part of the paper. The researchers, through this study, seek to determine if the occurrence and frequency of metadiscourse markers in the abstract section can be a key indicator of the acceptance of academic papers for publication. The researchers randomly compiled a corpus of sixty abstracts of the three groups of researchers mentioned above based on Hyland's (2005) classification of metadiscourse markers. Through a manual scanning of markers, the researchers found that the abstracts authored by Algerian researchers are not far from the ones authored by natives in highly indexed journals. Examples of these markers are hedges, boosters and evidential markers. Therefore, the use of metadiscourse markers in the abstract section is not an indicator of acceptance or rejection for publication in high indexed journals for Algerian authors. The researchers invite fellow researchers in Algeria to check any other causes for the relatively low publication rate in highly indexed journals of applied linguistics.

Key words: Metadiscourse markers; formulaic language; academic writing; academic publication; Highland's classification