STANCE AND ENGAGEMENT DISCOURSE MARKERS IN JOURNAL'S "AUTHOR GUIDELINES"

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Abstract

Over the past decade, there has been an increasing interest in the study of interactional metadiscourse markers in different contexts. However, not much research has been conducted about the discourse of journal author guidelines, especially the use of meta-discourse markers in this genre. Therefore, this corpus-based study had three main aims: 1) to delve deep into the types, frequencies and functions of stance and engagement markers based on Fu's (2012) interactional metadiscourse taxonomy, 2) to compare the distribution of stance and engagement features in journal author guidelines and 3) to investigate whether there is a significant difference between macro/micro interactional metadiscourse markers in journal author guidelines. A corpus of 280 author guidelines produced by seven leading international academic publishers in eight academic sub-disciplines in the humanities and social sciences was compiled and analyzed. The results of the analysis showed that engagement features (reader-oriented) enjoyed higher frequency of use in journal author guidelines. Moreover, the difference between the frequency of stance and engagement features was statistically significant. Furthermore, differences reported between macro and micro interactional metadiscourse were statistically significant. The extensive use of macro interactional metadiscourse markers indicated a high degree of *interactionality* of journal author guidelines. The present study gives us considerable insight into the dialogic nature of a totally neglected academic genre.

1. Introduction

Over the last few decades, it has been acknowledged that the skill of effective writing involves developing an awareness of the audience or what Kroll (1984, as cited in Ansarin & Tarlani-Aliabdi, 2011) calls "imagining a second voice" and the ability to exploit that awareness during writing a text (Grabe & Kaplan, 2000). In terms of second voice analysis, according to Kroll, there are three perspectives on audience: 1) rhetorical perspective which considers the act of writing as "persuasive in intent", 2) informational perspective which sees the act of writing as a "process of conveying information"(p. 194), and 3) social perspective which views writing as an act of communication that involves the processes of inferring the thoughts and feelings of other persons included. What has been entailed in this classification is the audience awareness of style and rhetoric.

Writer-reader interaction can be best achieved if the reader's interests, expectations, knowledge and anticipations are taken into account in a way that a text is written. The explication of such a writer-reader interaction in the process of academic writing is based on Haliday's (1978, 1985) notion of interpersonal function as a meta-function which is achieved through metadiscourse (MD) that builds a textual interaction between the reader and the writer. In fact, MD has been suggested as a useful tool to conceptualize the presence and voice of the authors in a text, their awareness of the reader, their engagement with and their influence on the reader to interpret and evaluate the text (Hyland, 2005b).

1.1 Interactional metadiscourse in JAGs

Interactional metadiscourse (IMD) engages readers throughout the argument by providing resources that permit the writers "to conduct more or less overt interaction with their audience, by appearing in the text to comment on and evaluate the content through the use of modality and evaluation, and by assigning speech roles to themselves and the readers" (Thompson, 2001, p. 59).

Over the past decade, the use of IMD has been examined in a number of academic genres including research articles (Hyland, 2005b, 2008a, 2008b; McGrath & Kuteeva, 2012), project reports (e.g., Hyland, 2005c), research article abstracts (e.g., Gillaerts & Van de Velde, 2010) and textbooks

(Marković, 2013). However, most of the time, they are labeled differently in many journals. They are variably referred to as "journal author guideline" (JAG), "about authors", "guide for authors" or "instructions for submission". This genre has escaped the notice of genre analysts.

JAG as a distinctive genre in academic discourse has clear generic structures. JAG typically appears on the journal's webpage. It normally consists of several sub-headed sections written in a direct, acceptable style for contributors. It is a document that aims at providing authors with the relevant information about journal's policies on the procedures for preparing and submitting a manuscript successfully. In other words, JAG is basically informative since it addresses information about 1) fundamental formatting and style conventions (i.e. the organization of manuscript, typographic conventions, spacing and margins, spelling, quotations, footnotes, tables, figures, graphics, abbreviations 2) nuts and bolts of format and content of each section of paper (e.g. abstract, questions and hypotheses, methodology, result, discussion and conclusion).

All journals have a set of instructions for authors that explicitly explain how their manuscripts should be formatted for submission. The main concern of journal editors is to present the content of JAG in an informative and comprehensible enough fashion to the potential authors with different degrees of expertise. Therefore, not only the content of JAG but the way in which it is presented to the readers would determine how to take action.

Miller (1984) has stated that genres emerge from the basic needs of recurrent rhetorical situations requiring an adequate response. JAG is such a response and by nature a social one. Form this point of view, JAG is defined as an interpersonal relationship between journal editors and submitters. It represents the interpersonal dimension of JAG which is overtly marked. Therefore, one way by which journal editors would be able to express their journal's voice and encourage authors to follow directions carefully and make full use of their guideline is the use of IMD. However, it is not clear how journal editors use IMD devices in JAGs to express their stance and establish and maintain relationships with the readers.

1.2 Stance and engagement

It seems that interaction is critical in academic writing because it helps writers to situate themselves in the text so as to construct their arguments and keep their readers engaged throughout the arguments. In this light, all effective writings require two features: clear stance and appropriate reader engagement. Stance and engagement are two key features of IMD.

Stance refers to the "writer-oriented features" of interaction and concerns the ways writers comment on the accuracy of a claim, the extent they show their commitment to it, or the attitude they want to express to a proposition or the reader (Hyland, 2005a).

Engagement refers to the "reader-oriented features" of interaction and refers to a set of rhetorical strategies that writers use to bring the potential readers into the text, focus their attention, anticipate their objections, and guide them to a particular interpretation (Hyland, 2001a, 2005a, 2005c; Fu, 2012).

Since the aim of the present study was to uncover the types, frequencies and functions of stance and engagement features used in JAGs, these features and their conceptualizations are limited based on Fu's (2012) model of IMD, who integrated Hyland's two models (2005a, 2005b) and proposed a taxonomy of IMD which included two broad categories: stance features and engagement features, as illustrated in Figure 1.
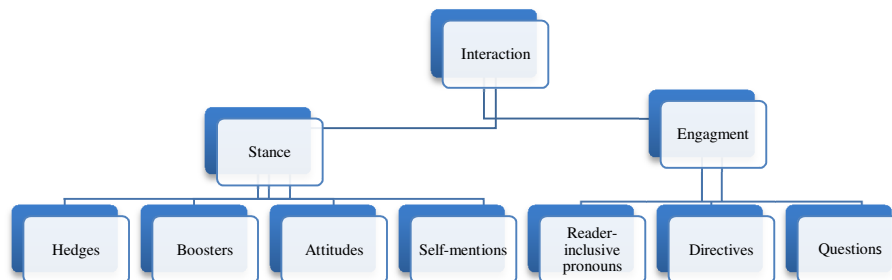

Figure1. Model of interactional metadiscourse (Fu, 2012)

Figure 1 shows that stance features have four sub-categories: 1) **hedges** are linguistic like *possible, might, perhaps* which indicate the writer's evaluation about different voices, and reduces his or her complete commitment to a proposition (Hyland, 2005a). 2) **boosters** are such devices as *clearly, obviously* used to indicate the writer's certainty toward a proposition and entirely exclude alternative voices. 3) **attitude markers** express the writer's

opinion or affective attitude toward propositions that convey importance, surprise, agreement, frustration and so on (Hyland, 2005a, 2005b). And 4) **self-mentions** refer to the degree of explicit writer's presence in the text measured by the frequency of first person pronouns and possessive adjectives such as *I, me, mine, exclusive we, our* and *us* (Hyland, 2005a, 2005b).

Gillaerts and Van de Velde (2010) conducted a study to examine the distribution of some stance features including hedges, boosters and attitude markers in abstract compared with their distribution in research articles to realize the extent to which research abstracts differ from research articles with regard to the use of interpersonal elements. The results of the study indicated that while research articles show a rather high number of hedges in comparison to boosters and attitude markers, abstracts show more affinity with boosting, rather than with hedging and attitude markers.

As illustrated in Figure 1, engagement features include three categories: 1) **reader-inclusive pronouns** contain *you* and its corresponding cases and the first-person plural forms *we* and its corresponding cases (Fu, 2012). Fu argued that the term reader pronoun introduced by Hyland (2005a) is narrow in meaning since it only denotes the address of the text and is mostly equivalent to the second person *you* while sometimes inclusive *we* is used by the writer to express solidarity with the reader. 2) **questions** are used as the strategy of dialogic involvement par excellence, inviting the readers' engagement and guiding them in a careful and skillful way to accept the writer's viewpoint (Hyland, 2002b, 2005a). And, 3) **directives** are devices used by academic writers to instruct readers to either refer to some parts in a text or to do something in a way determined by the writer (Hyland, 2005a). Hyland argues that directives are most signaled by:

1. Textual acts: used to instruct readers to refer to some part of a text or guide them metadiscoursely through discussion,
2. Physical acts: used to instruct readers to perform some action,
3. Cognitive acts: used to help readers get the point or understand a line of reasoning

Marković (2013) studied engagement features in introductory textbooks. The results of his investigation revealed that the most frequent engagement features in the corpus were reader pronouns and directives. Questions were used infrequently.

1.3 Stance and engagement features in academic genres

Regarding the prominent role stance and engagement play in academic genres, Hyland (2005b) carried out a research on the use of stance and engagement features in research articles. He utilized a corpus of 240 research articles from eight disciplines and insider informant interviews to offer a framework for understanding the linguistic resources of academic interaction. He found that questions occurred in the science and engineering research articles while reader-inclusive pronouns were frequently used in the soft discipline papers where they appealed to scholarly solidarity, presupposing a set of mutual discipline-identifying understandings. The findings of his study demonstrated the significance of stance and engagement features in contextualizing arguments in the interactions of members of disciplinary communication. These features provide conventional ways of making meaning as well as a context for interpretations, thereby binding readers and writer through text.

In another study, Hyland (2008b) suggested that interaction in academic writing is achieved by making choices of stance and engagement features. Based on the analysis of 240 research papers from eight disciplines, he found that self-mentions and reader-pronouns, particularly inclusive *we,* were more common in the humanities and social sciences while directives were the only interactive feature which occurred most frequently in the hard disciplines. He concluded that these features are important ways of situating academic arguments in the interactions of members of disciplinary communities. Stance and engagement features represent how to make meaning, and as a result, interpret a text, and show writers how to make connections with readers.

In this regard, McGrath and Kuteeva (2012) investigated the use of stance and engagement framework in mathematics research articles. They analyzed a corpus of 25 articles collected from five authors and semi-structured interviews with the same authors. The results of the analysis

revealed a low number of hedges and attitude markers, but higher than expected reader references.

1.4 Macro-interactional and micro-interactional metadiscourse

Based on the rhetorical intent they convey, IMD markers may be classified into two types: micro-interactional metadiscourse and macro-interactional metadiscourse. While the earlier one refers to those resources that the writer uses in relation to a particular clause, the latter refers to those resources that the writer uses in relation to a text or large section of a text. Since text is a kind of interaction between the writer and reader, the personal pronouns (self-mentions and reader-inclusive pronouns) that contribute to the macrostructure of the text can be regarded as MAIMD resources (Fu, 2012). MIIMD resources are recognized by hedges and boosters.

In a study conducted by Fu (2012), results showed that the most prominent feature of job postings was the frequent use of MAIMD (i.e. self-mentions and reader-inclusive pronouns). Broadly speaking, the use of self-mentions and reader-inclusive pronouns in job postings showed the promoting traits of the text. Fu argued that self-mentions are used to self-promote the company or organization, and reader-inclusive pronouns refer to the use of pronouns to appeal to the reader's emotions. On the other hand, the low frequency of boosters and hedges was due to the accuracy required of the information disclosed in job postings.

2. The Present Study

The high frequency of IMD used by authors indicates that they used them for establishing a mutual understanding with their readers. On the other hand, IDM helps readers engage with the text as it provides comprehensible instructions as to how to prepare their manuscripts for successful submission in a particular journal. While some journals are writer-oriented and highlight the role of editors in expressing their stance in the instructions given to the authors, other journals are basically reader-oriented and try to include essentially readers in the text.

According to what was reviewed in the literature, no study has reported the role of stance and engagement in JAGs. Therefore, the present study

intended to shed light on the ways the journal editors interact with their contributors through IMD and help them improve their understanding of the genre. Specifically, the present study aimed to investigate 280 author guidelines developed by the seven most leading international publishers in eight disciplines to determine which journals find themselves successful in communicating with authors and getting them completely involved in the instructions given in author guidelines: reader-oriented (engagement features) or writer-oriented (stance features) journals or those which keep in equal both features, and to pinpoint the reasons behind their success.

Moreover, this study was an attempt to make a distinction between micro-interactional (MIIMD) and macro-interactional metadiscourse (MAIMD). Based on the objectives of the study, the following four research questions are posed:

1. What are the most frequently used stance features in author guidelines of academic journals?
2. What are the most frequently used engagement features in author guidelines of academic journals?
3. Is there any significant difference between the frequency of stance and engagement features in author guidelines?
4. Is there any significant difference between the frequency of micro-interactional and macro-interactional metadiscourse markers in author guidelines?

3. Method

3.1 Corpus of the study

The corpus utilized in the present study consisted of 280 author guidelines. Five guidelines were taken from five journals published by seven leading international publishers including Oxford, Cambridge, John Wiley, Springer, Elsevier, Sage, Taylor and Francis. JAGs were randomly selected from eight sub-disciplines of the humanities and social sciences including social and behavioral sciences, language and linguistics, management, law, education, gender, psychology and economics, yielding more than a half a million corpus, a total of 689000 words. JAGs in different disciplines enjoyed different lengths. Some included more information and details while others

were less detailed. However, the average length of the JAGs used in this corpus was about 2,400 words for each guideline. Table1 presents the number of JAG selected from each discipline and publisher.

Table 1. Frequency of author guidelines selected from in eight disciplines

Publishers	Social & Behavioral sciences	Language & linguistics	Psychology	Gender	Economics	Education	Management	Law
Sage	7	7	5	5	5	5	5	5
Oxford	5	5	5	1	5	5	5	5
Taylor & Francis	5	5	5	5	5	5	5	5
Cambridge	7	7	5	0	5	5	5	5
Springer	7	7	5	2	5	5	5	5
Elsevier	7	7	5	2	5	5	5	5
John Wiley	7	5	5	2	5	5	5	5
Total=280	45	43	35	17	35	35	35	35

It is worth noting that these publishers publish the most renowned international journals. All the JAGs of the present study were selected from such journals.

The reason for choosing humanities and social sciences was the notable presence of IMD in these disciplines. For example, in Applied Linguistics as a sub-branch of the humanities and social sciences, there are much more specific forms of reader-text management (Swales et al., 1998). In these disciplines, writers are usually more explicitly involved and take personal positions. For example, the high frequency of self-representation markers in soft-knowledge fields suggests that writers try to establish an appropriate authorial persona as long as maintaining an effective degree of personal engagement with audience (Hyland, 2005a).

3.2 Results

This study employed both quantitative and qualitative data analysis methods, comprising frequency counts of IMD markers and functional analysis of these markers. It means that for the presence of stance or engagement markers, first the data were analyzed quantitatively by counting each instance of these markers. Then, the function of each marker was described qualitatively. All JAGs were retrieved on line from the journals websites, and they were typically between 1000 and 5500 words long. All author guidelines were stored electronically. The analysis of IMD was carried out manually.

To validate the analysis of IMD markers in JAGs, the researcher asked a second rater to code independently 20 % of the text corpus (56 author guidelines). Then, Cohen's Kappa as a statistical measure of inter-rater reliability was performed to determine consistency between two researchers. Cohen's Kappa is such a measure of inter-rater agreement for categorical scales when there are two raters (Landis & Koch, 1977).

Table 2. Results of Cohen's Kappa for measuring inter-rater agreement

	Value	Asymp. Std Error [a]	Approx. T[b]	Approx. Sig.
Measures of Agreement Kappa	.767	.089	5.757	.000
Number of Valid cases	56			

    a.   Not assuming the null hypothesis

    b.   Using the asymptotic standard error assuming the null hypothesis.

As shown in Table 2, there was a good strength of agreement between the two researchers' ratings because the inter-rater reliability for the raters was found to be ($\kappa = .767$, $p < .0$).

It should be noted that the whole guide was thoroughly examined word by word to detect stance and engagement resources rather than choosing these resources from a typical list to find them automatically in the corpus. Then, all detected IMD markers were highlighted throughout the document in Adobe Acrobat Professional for computational analysis. However, the process of scrutinizing texts was not without problems. For example, in some cases, it was difficult to draw a line between boosters and attitude markers. Note the difference in the following two sentences:

Example 1: These studies must have **<u>clear</u>** implications for special education research and practice.

Example 2: It is **<u>clear</u>** that these studies must have implications for special education research and practice.

It is believed that adjectives functioning as pre-nominal modifiers can be considered as attitude markers (Blagojević, 2009). Therefore, *clear* in example 1 functions as an attitude marker, specifying which implications are required whereas the same word in example 2 functions as a booster in relation to the propositional information presented.

Moreover, Blagojević (2009) claimed that modal verbs *must* and *should* function as attitude markers when expressing obligation. But these two markers primarily function as directive to express explicitly an inescapable obligation on the reader to do something. Thus, in this study, modal verbs of obligation were held as directives consistently throughout the corpus.

Microsoft Excel was used for raw frequencies of stance, engagement, MIIMD and MAIMD markers per word or expression. Then, to answer third and fourth research questions, quantitative method was employed. In fact, Chi-Square test was conducted to examine if two sets of data (stance and engagement) or (MIIMD and MAIMD) were significantly different from each other.

4. Results

The results of the study showed that there were many occurrences of IMD in JAGs. Based on the "generic structure potential" (Halliday& Hasan, 1989) JAGs generally consist of three obligatory sections: brief description of the journal, submission requirements and contact information. In these sections, details and description of aims, scope, processes and procedures involved, requirements, and other necessary details are provided for the submitters' use. Notably, IMD markers occurred at least five times more often in submission requirements section than in the two other sections. The following two graphs illustrate the percentage frequency of stance and engagement features in the different sections of JAGs.
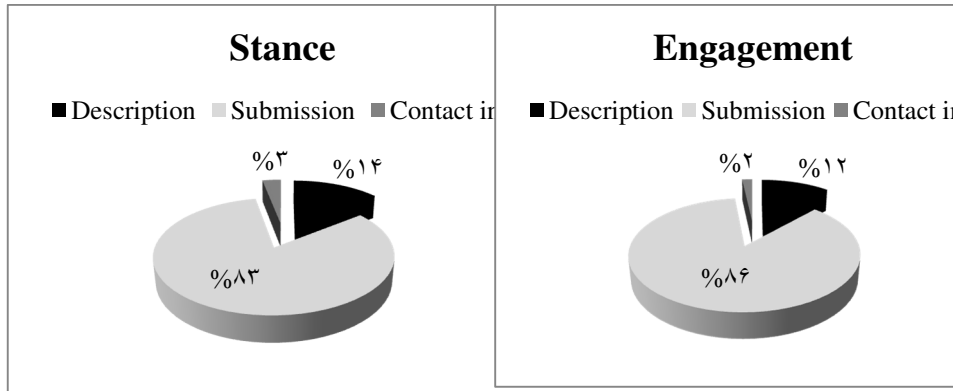
Figure 2. The total distribution of stance features in different sections of JAGs

Figure 3. The total distribution of engagement features in different sections of JAGs

As shown in Figures 2 and 3, stance features are used much more than engagement features in description and contact information sections while the highest concentrations of engagement features are in the submission section (86%).

4.1 Overall distribution of IMD markers in JAGs

Table 3 displays the overall distribution of stance and engagement features in eight sub-disciplines of the humanities and social sciences, normalized to a text length of 1000 words.

Table 3. Overall frequency of stance and engagement features in JAGs

Feature	Total Frequency	Per 1000 words	% of total
Stance	**33237**	**48**	**48.7**
Hedges	5520	8	8.1
Boosters	13932	20	20.4
Attitude markers	4822	7	7.1
Self-mentions	8963	13	13.1
Engagement	**35000**	**51**	**51.3**
Reader-inclusive pronouns	15277	22	22.4
Directives	19520	28	28.6
Questions	203	1	.3
Total	**68237**	**99**	**100**

As Table 3 shows, engagement features are more frequently used than stance features in JAGs. It embodies the idea that the writers of JAGs pay special attention to engaging their readers in the discourse. Results show that a striking feature of JAGs is the frequent use of directives. The detailed analysis of stance and engagement features is addressed in the following sections.

4.2 Patterns of stance in JAGs

One of the main questions concerned identifying stance markers that were frequently used in JAGs. With a total count of 689000 words, stance markers accounted for 33237 tokens of the whole corpus (Table 3). The distribution of stance markers is illustrated through two bar graphs. While Figure 4 displays the total number of occurrences in all JAGs, Figure 5 shows the estimated number of occurrences per 1000 words. As shown in these Figures, stance markers enjoy different frequency of occurrence. Boosters (41%) constitute the most frequent class of stance features. Self-mentions (27%), hedges (16.6%) and attitude markers (14.5%) are the other used stance markers from the high to the lowest frequencies.
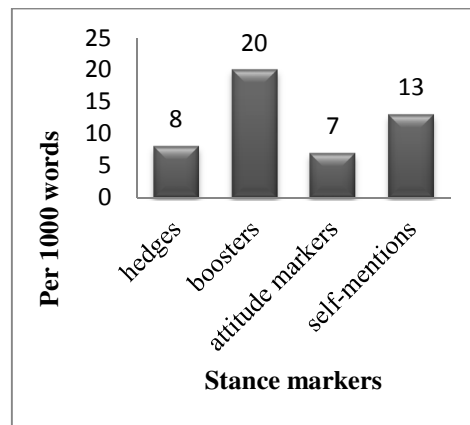

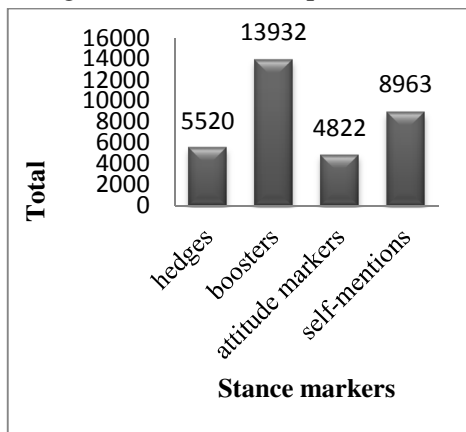*Figure 4.* The total number of occurrences of stance markers

Figure 5. The number of occurrences of stance markers per 1000 words

Boosters: the writers of JAGs use boosters to express their certainty in what they ask submitters to do for their paper submission. The results of the study indicated that JAGs show a strong tendency to the use of certain boosters.

Table 4. Frequency of boosters in JAGs

Category	Modal Verbs	Adverbs	Adjective	Intensifiers	Verb	Others	Total
Raw Frequency	6197	3610	1985	1271	835	34	13932
Per 1000 words	9	5	3	2	1	0	20

Table 4 displays that modal verbs (9 per 1000 words) are by far the most frequent markers in JAGs. Writers of JAGs were found to have employed *will* (n=4495) as the primary marker of certainty. One plausible explanation for this could be the confident assurances that *will* convey as in the example (1) below. Lakoff (1970) considers *will* to be a modal verb that marks the highest degree of certainty.

(1) You **will** be guided stepwise through the creation and uploading of your files. (European Management Journal Management, Elsevier)

    Can (n= 1702) was the second most frequently employed modal verb in the corpus and it denoted the meaning of ability while indicating a precise degree of certainty. One plausible explanation for a good number of *can* with the ability function could be a set of instructions given to the submitters to have an appropriate submission.

    The second most frequent group of boosters was adverbial boosters (5 per 1000 words). There were a lot of different lexical categories used as adverbial boosters in JAGs. Two more frequent adverbial boosters were *only* (n=982) and *clearly* (n=415) respectively. The following are examples from the data in which *only* and *clearly* express a high degree of necessity and assurance of what contributors should do.

(2) Supplementary Materials should be submitted in a separate PDF file **only** and they will not be copy-edited. (BLC, Language and linguistics, Cambridge)

(3) Technical terms and specialized jargons should be **clearly** defined. (World Englishes, Language and linguistics, John Wiley)

Self-mentions: self-mentions (13 per 1000 words) were the second most frequently used stance feature in the data.

Table 5. Frequency of self-mentions in JAGs

Category	Title of Journal	This Journal	The Journal	We	Our	Us	I	My	Me	Total
Raw Frequency	3895	883	1246	831	1797	280	9	18	4	8963
Per 1000 words	6	1	2	1	3	0	0	0	0	13

First person plural forms are useful discourse strategies for writers to integrate their private intentions with socially identified communicative purposes (Bhatia, 1993). Nevertheless, it is worth noting that in most cases of this corpus, we had the absence of explicit writer presence. Instead, as shown in Table 5, *title of journal* (n =3895) is the most frequent marker in JAGs functioning as self-representation that expresses solidarity with submitters by introducing the journal objectives, welcoming submission and providing instructions for them. An example is provided below:

(4) <u>Social Science Quarterly</u> is an interdisciplinary journal that publishes high quality, empirical social science research that is of interest to a broad audience of readers. (*Social Science Quarterly*, Language and linguistics, John Wiley)

In (4) *title of journal* is used to self-introduce the journal. Although *title of journal,* and determiners together with reference to the journal like *this journal* and *the journal* are less explicit forms of self-representation, they still act as an evaluation carrier (Shaw, 2000) or what Hunston and Sinclair (cited in Shaw, 2000) call "third pattern ii". In this example, *publishes high quality, empirical social science research that is of interest to a broad audience of readers*is the thing evaluated and *Social Science Quarterly* is the carrier. Data showed that *our* (3 per 1000 words) was used to signal the authoritative authority of journals in explicitly expressing their demands to be met by the contributors.

As Hyland (2001b, p. 211) pointed out "the intrusion of authorial authority to limit claims, enhance plausibility, and promote personal credibility can play an important role in securing acceptance for academic arguments".

Hedges: the overall frequencies of Table 6 shows the special importance of various categories used to express hedging in JAGs including modal verbs,

modal adjectives, approximators of degree / frequency, if clauses, lexical verbs, adverbs and nouns in JAGs.

Table 6. Frequency of hedges in JAGs

Category	Modal verbs	Adverbs	Modal adjectives	If Clause	Lexical verbs	Nouns	Total
Raw Frequency	2431	1178	1070	562	272	7	5520
Per 1000 words	3	2	2	1	0	0	8

As shown in Table 6, modal verbs (3 per 1000 words) including *may, might, would and could* found to be the most frequently used hedges. Particularly, *may* (n=1960) was the top most frequently occurring item in the data. *May* was predominantly used as a marker of logical possibility, which is an important feature of academic texts (Biber, Condrad, Reppen, Byrd & Helt, 2002).

(5) Authors for whom English is a second language **may** choose to have their manuscripts professionally edited before submission to improve the English. (*British Journal of Psychology*, Psychology, John Wiley)

In (5), writer uses *may* to show that there is a possibility for non-native authors to have their manuscript edited by a native speaker prior to submission.

Modal adjectives and adverbs shared similar frequency of occurrence (2 per 1000 words). However, the greatest rang of items with 19 different forms attributed to adverbial hedges. It is interesting to note that both degree adverbs and frequency adverbs had been found to express hedging in JAGs. Degree adverbs show to what degree something is done. Adverbs such as *approximately, about, almost, at least and more or less* are instances of degree adverbs in JAGs that were used to show the extent to which a journal indicates intensity in setting requirements for manuscript submission. Adverbs of frequency tell us how often something is done. Data showed that the commonly used frequency adverbs were *normally, usually, generally, typically, often, frequently, occasionally* and *sometimes*. The most frequently

occurring frequency adverbial hedging was *normally* (n=283). Below is an example.

(6) Papers should **normally** be no more than 6000 words, although the Editor retains discretion to publish papers beyond this length in cases where the clear and concise expression of the scientific content requires greater length. (*The Australian Journal of Indigenous Education*, Education, Elsevier)

In **(6)** *normally* is used to describe how frequently the length of papers is.

If clauses as another category of hedges constituted only 10% of total hedges in the overall data. Lexical verbs like *indicate, seem* and *suggest* and modal nouns such as *possibility* and *assumption* were hardly used in JAGs.

Attitude markers: As shown in Table 7, the most dominant grammatical class used to express attitude towards propositions in JAGs is adjectival items with 46.5%.

Table 7. Frequency of attitude markers in JAGs

Category	Adjectives	Verbs	Adverbs	Phrases	Total
Raw Frequency	2243	1782	790	7	4822
Per 1000 words	3	3	1	0	7

There was considerable diversity of lexical markers (n=32) used as adjectival attitudes. The most favored adjective in data was *appropriate* (n =505). Fu (2012) believed that adjectives are regarded as instances of IMD provided that they stress the theme of the text. In (7) both *appropriate* and *clear* address and emphasize the clarity and appropriateness of the main sections of research papers.

(7) Research reports from both quantitative and qualitative frameworks are encouraged but must have **appropriate** and **clear** methodology and thoroughly analyzed and interpreted results. (*International Journal of Language & Communication Disorders*, Language and linguistics, John Wiley)

Verb attitude markers came in the second (n=1782). Verbs *prefer* (n= 628), *agree* (n=485) and *wish* (n=314) used many times in JAGs. The high

frequency of *prefer* may be accounted for the considerable extent to which journals tend to review those papers that meet their requirements. The following is a typical example.

(8) We **prefer** to receive files in Microsoft Word (PC format), but can translate from most other common word processing programs as well as Macs. (*Journal of Intercultural Studies*, Social and behavioral sciences, Taylor & Francis)

The third most frequently used grammatical class was adverbial attitude markers by 16%. Verb-modifying adverbs including *carefully* (n=135), *significantly* (n=129) and *usefully* (n=105) dominated adverbial attitude markers in the corpus. "Verb-modifying adverbs can be classified as subjuncts–intensifiers" (Blagojević, 2009; p. 67) or"adverbial modifiers" (Quirk & Greenbaum, 1993; cited in Blagojević, 2009; p. 67) as in the examples given below:

(9) Before submitting your manuscript, please ensure you **carefully** read and adhere to all the guidelines and instructions to authors provided below. (*Culture & Psychology*, Psychology, Sage)

Expressions like "*there is no surprise*" and "*find it easy*" were less frequent in JAGs.

4.3 Patterns of engagement in JAGs

With a total count of 689000 words, engagement markers accounted for 35000 tokens of the whole corpus. The great use of engagement markers in JAGs helps improve the *interactionality* of this genre because they establish an explicit relationship with readers (Hyland, 2005b). Figure 6 shows the total number of occurrences of engagement features in JAGs while Figure 7 depicts the density of these features per 1000 words. As can be seen, directives (28 per 1000 words) were by far the most frequent devices overall, followed by reader-inclusive pronouns (22 per 1000 words) and questions (1 per 1000 words).
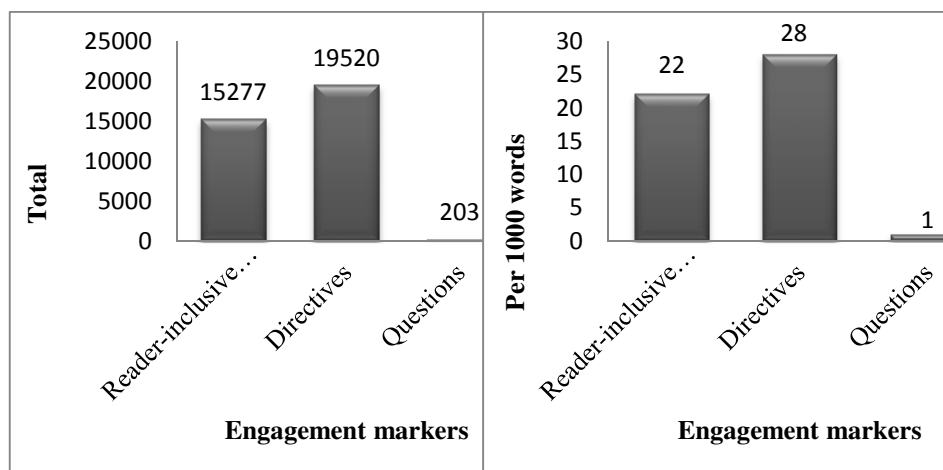
Figure 6. The total number of occurrences of engagement markers

Figure 7. The number of occurrences of engagement markers per 1000 words

Directives: Hyland (2002a) states that directives are fundamentally interpersonal features that foster the dialogic dimension of academic genres. They emphasize the explicit presence of both writer and reader, and demonstrate how reader's attention is being directly captured and focused. Directives occur mostly at submission requirements section where submitters are requested to submit their research manuscript based on journal's protocols. Table 8 shows the relative frequency of various categories used to express directive in JAGs. There were 19520 directives overall. Physical directives (23 per 1000 words) were used much more than textual (3 per 1000 words) and cognitive directives (2 per 1000 words).

Table 8. Frequency of directives in JAGs

Category	Textual	Cognitive	Physical	Total
Raw Frequency	2250	1444	15826	19520
Per 1000 words	3	2	23	28

As Table 9 displays, modals comprise over 45% of physical directives. The most frequently occurring obligation modals was *should* (n=6698).

Table 9. Frequency of physical directives in JAGs

Category	Modals	Imperatives	Predicative adj.	Total
Raw Frequency	8928	6159	739	15826
Per 1000 words	13	9	1	23

Should has various meanings and functions. It may carry the meaning of advice and convey "the speaker's degree of authority and/or conviction, or the urgency of advice" (Celce-Murcia & Larsen-Freeman, 1999 cited in Algi, 2012; p.47) as in the example below:

(10) But if your point does not merit a place in the text, you **should** consider seriously whether it merits printing at all. (*Economics and Philosophy*, Economics, Cambridge)

Alternatively, it may convey obligation and necessity (Coates, 1983; Lyons, 1977; Palmer, 1986; Quirk, Greenbaum, Leech & Svartvik, 1985). The main function of the modal verb *should* in the data was found to mark necessity. An example is provided below:

(11) The list of references **should** appear at the end of the main text (after appendices, but before tables and figures). It **should** be double-spaced and listed in alphabetical order. (*Accounting & Finance*, Management, John Wiley)

One of the notable features of JAGs was the overwhelming use of imperatives (32.6%) as physical directive. Imperatives encompassed the greatest range of items with 96 different verbs. The most common verbs were *use* (n=975), *ensure* (n=449), *indicate* (n=422), *provide* (n=394), supply (n=363) and *contact* (n=335) constituting 48% of total imperative devices.

About 11% of directives used in JAGs were textual. Textual directives are used to direct readers to other sources or other parts of a text (Hyland, 2002a). *Visit* (n=1142) found to be the most frequent textual directive in the data. An example is shown below:

(12) For inquiries relating to the submission of articles (including electronic submission) please **visit** this journal's homepage. (*Social Science Research*, Social and behavioral sciences, Elsevier)

In (12) journal editors ask submitters to visit journal's homepage to get more information about the journal's submission policy. Here, *visit* is used as external reference to direct contributors to some source out of the text.

It seems that cognitive directives do not play significant role in JAGs since they occurred merely twice per 1000 words. One possible explanation for this could be "heavy weight of imposition implied by cognitive forms" (Hyland, 2002a; p. 226). They direct audience to understand data in a certain way by requiring them to *note* some aspect of an argument, as in the following example:

(13) <u>**Note**</u> that missing data will be highlighted at proof stage for the author to correct. (*Journal of Pragmatics*, Language and linguistics, Elsevier)

Note (n=997) was the most frequently employed directive in the cognitive category.

Reader-inclusive pronouns: personalization is another important feature of JAGs. Personalization creates meaningful, real-time personal interactions between interactants in discourse (Fariclough, 1993). Journals usually personalize their contributors through the use of the term *author/s* (9 per 1000 words), second-person pronoun *you* (6 per 1000 words) and possessive case of you, *your* (7 per 1000 words) as shown in table 10 below:

Table 10. Frequency of reader-inclusive pronouns in JAGs

Category	You	Your	Author(s)	Total
Raw Frequency	4289	5083	5905	15277
Per 1000 words	6	7	9	22

Results of the study indicated that in JAGs *author/s* (Example 14) is more common than *you* and *your*, because it implies a separation between interactants, rather than a connection. As displayed in Table 10, *your* (7 per 1000 words) occurred more frequently than *you* (6 per 1000 words) in JAGs. It shows that journals' voice their concern about preparing and submitting interlocutor's manuscript rather expressing their concern about the interlocutor as in the example (14 and 15). Some examples are provided below:

(14)<u>**Authors**</u> should include a word count with their manuscript. (*Educational Studies*, Education, Taylor & Francis)

(15)<u>**You**</u> will need to upload the main paper that should include the title and then start with the introduction. (*Journal of Management & Organization*, Management, Cambridge)

Data showed that *you* usually occurred at the initial position of the clauses (Example 15) as the subject of the clause. This implies that journals take a "you-attitude" in setting out their guidelines for authors "which is an effective means of persuasion" (Fu, 2012). Notably, there was no inclusive *we* in the data. One possible explanation for the absence of this pronoun and its corresponding cases in the corpus is that writers of JAGs avoid using inclusive *we* because of the authority it implies. In other words, inclusive *we* places submitters and journal editorial on an equal footing, suggesting a similar status, so it might be a risky strategy (Hyland, 2005c).

Questions: one of the most important ways of achieving the interaction between the reader and writer is the use of questions (Fu, 2012). However, the results of the present study indicated that questions were less frequently used in JAGs since they occurred only one per 1000 words. Questions in JAGs were used to get submitters' attention when they appeared in titles. The title is, generally, the reader's first encounter with a text and perhaps the point where the reader decides whether to pay attention or ignore it (Hyland, 2002b). The following example demonstrates how questions in title position, as Webber (1994) stated, raise the interest of potential readers and clarify the topic of an accompanying passage.

Questions in JAGs were also used to frame the discourse. It means that a range of questions usually occur at introduction (16) in order to provide an initial framework for the discourse and then, each question is addressed in a particular section or subheading to grab submitters' attention and engage their interest (Hyland, 2002b).

        (16)What is *topics journal*?
        Which types of submissions are possible?
        What format is required for submitted manuscripts?
        What issues should a proposal for topics address?

Is there a requirement to reject a certain proportion of papers?

(*Topics in Cognitive Science*, Language and linguistics, John Wiley)

4.4 Results of stance and engagement comparison

In order to address the third research question and find out whether there is a significant difference between the frequency of stance and engagement features, Chi-Square test for was conducted to compare the observed frequencies of discourse markers that occurred in each of the categories (stance and engagement).

Table 11. Frequency and Chi-Square results of stance and engagement

IMD		Frequency		χ^2	Df	Asymp. Sig.
		Low	High			
Stance	Count	17019	16218	3.66	3	.000
	Expected Count	13154.62	20082.39			
Engagement	Count	9988	25012			
	Expected Count	13852.39	21147.62			
Total	Count	27007	41230			
	Expected Count	27007	41230			

Because the *p* value (Table 11) turned out to be .000, it was confirmed that there was a significant difference between the frequency of stance and engagement in favor of engagement features [χ^2 (3, n = 68237) = 3.66, *p*=.000<.05].

In order to further analyze the findings to find out why the distribution of stance and engagement features was not the same, Chi-Square Test for Homogeneity was run to realize the degree of the differences among stance features.

Table 12. Frequency and Chi-Square results of stance features

Stance		Frequency		χ^2	Df	Asymp. Sig.
		Low	High			
Hedges	Count	1960	3560	1.59	6	.00
	Expected Count	2326.6	3323.7			
Boosters	Count	6612	7320			
	Expected Count	6647.4	7312.1			
Attitude markers	Count	4822	0			
	Expected Count	4985.6	0			
Self-mentions	Count	2025	6938			
	Expected Count	1661.9	6979.8			

Results of Table 12 show that since the *p* value (.000) is less than the significance level (.05), it can be concluded that there were significant differences among the distribution of stance features in favor of boosters [χ^2 (6, n = 33237) = 1.59, *p*=.000<.05].

The same procedure was followed for engagement features in order to investigate whether there were any significant differences in the distribution of engagement features in the data.

Table 13. Frequency and Chi-Square results of engagement features

Engagement		Frequency		χ^2	df	Asymp. Sig.
		Low	High			
Reader-inclusive pronouns	Count	0	15277	75.029	3	.00
	Expected Count	0	15400.0			
Directives	Count	9785	9735			
	Expected Count	9450.0	9800.0			
Questions	Count	203	0			
	Expected Count	350.0	0			

Chi-Square results (Table 13) reveal that the *p* value turned out to be .00. Therefore, it was confirmed that there were significant differences among the distribution of engagement features in favor of directives [χ^2 (3, n = 35000) = 75.029, *p*=.000<.05].

The findings demonstrated that JAGs pay much more attention to engagement features (reader-inclusive pronouns, directives and questions) than stance features (hedges, boosters, attitude markers and self-mentions).

4.5 Results of macro-interactional and micro-interactional MD comparison

Another important feature of JAGs is that writers show far more reluctance to the use of MAIMD markers than MIIMD markers as shown in Figure 8.
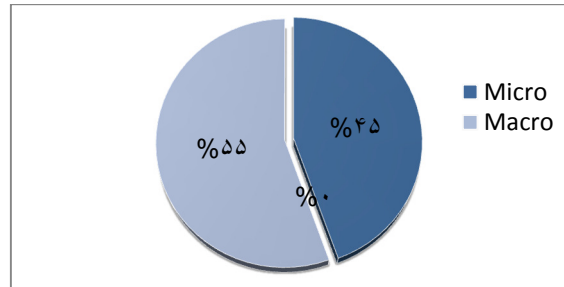

Figure 8. The total distribution of MAIMD and MIIMD markers in JAGs

The total frequency of MAIMD and MIIMD markers is presented in Table 14.

Table 14. Frequency of MAIMD and MIIMD markers in JAGs

Category	MAIMD		MIIMD		Total
	Self-mentions	Reader-inclusive pronouns	Hedges	Boosters	
Raw Frequency	8963	15277	5520	13932	43692
Per 1000 words	13	22	8	20	63

The results show that the frequency of MAIMD markers in JAGs (35 per 1000 words) is higher than the MIIMD markers (28 per 1000 words).

In order to respond to the fourth research question, the quantitative data obtained from MAIMD and MIIMD was analyzed using Chi-Square test to determine whether the frequency of discourse markers is the same for MAIMD and MIIMD. The results showed that there was a significant

difference between the frequency of MAIMD and MIIMD markers [χ^2 (3, n = 43692) = 1.035, p=.000<.05]. These results indicate that JAGs tend to be much more reluctant to use MAIMD markers (self-mentions and reader-inclusive pronouns) than MIIMD markers (hedges and boosters). Our results suggest that the use of reader-inclusive pronouns and self-mentions in JAGs aids the editors of the journals to enhance their mutual understanding with their contributors.

5. Discussion

The results showed that stance features played a secondary role in author guidelines. However, the considerable amount of boosters to assert the quality of submission reflects that journals show an overwhelming emphasis on establishing their position and stance.

Boosters not only reflect the degree of certainty and commitment to maintain the quality of submission, but they also suggest an "involvement and solidarity with audience" (Hyland & Tse, 2009) stressing shared knowledge and direct engagement with them. However, the use of such confident assertions in JAGs suggests that there is no room for submitters to negotiate with journal editors. It means that for submitting a manuscript to a journal, submitters can do nothing but follow what is addressed in author guideline and accept the decision of the editorial board. It can be claimed that JAG can be considered as a "discourse of assurance and conviction which claims to leave readers in no doubt of the truth of the claims made for the journal" (Hyland & Tse, 2009; p. 709). Therefore, one can realize why hedges were used significantly less in JAGs. This can be interpreted in the light of that hedges reduce the force of the journals' statements and express probability.

Furthermore, the results of the current study indicated that journal editors tend to make extensive use of self-mentions as another feature of stance in author guidelines to detect their presence in the text in order to promote their journal, individualize their contributions and strengthen their journal's credibility. In fact, self-expression represents the editors' confidence to speak authoritatively and secure contributors' support.

Attitude in JAGs was most explicitly signaled by attitude verbs and adjectives. However, journal editors seem to make little use of attitude markers in author guideline. That is, they do not incline to make explicit expression of their personal attitudes in the text.

Results of the study showed that more frequent use of engagement features in JAGs, as compared with the lower frequency of stance features, can be a sign of audience engagement in the stream of written task (Hyland, 2001a). The most frequent engagement features in the corpus were directives followed by reader-inclusive pronouns.

The extensive use of directives in this corpus presupposes the presence of the journal editors who are in full command of the material as well as submitters' explicit engagement. There is no surprise that directives are expected to occur most frequently in JAGs since submitters are requested to act according to given instructions. It can be argued that directives highly position the readers in the text and oblige them to perform an action in a way determined by the writer.

It is worth mentioning that JAGs rely heavily on physical directives, particularly modal verbs to urge submitters to exactly follow the instructions, and as a result meet the standards of a journal. In other words, to get contributors to stick to the principles and conventions of their journal, journal editors use physical directives overwhelmingly as exclusive rhetorical devices in their author guideline to direct them to perform real actions toward the specifics of the manuscript submission procedures.

Another important feature through which journals directly address the authors in the guideline is reader-inclusive pronouns. The word *Author/s* was predominant marker in the corpus. However, it implies a separation between interactants, rather than a connection, marking out the differences and emphasizing the journal editors' relatively senior status compared with the authors. Moreover, the total absence of the first-person plural pronouns may be explained by the authority they imply. Inclusive *we* places the journal editors and submitters on an equal footing, suggesting an equivalent level of knowledge or claiming similar disciplinary status. Therefore, it is generally avoided in JAGs.

Although questions can invite direct collusion as they pique readers' interest in an issue, help them to recognize the value of a question and have a good sense to follow the writer's response to it (Hyland, 2005c), journal editors generally make little use of the engagement functions that these resources offer.

The results of the comparison between stance and engagement indicated a statistically significant difference between the frequency of stance and

engagement features in favor of the engagement features. It implies the highly "interactive reader-oriented nature" (Giannoni, 2008, p. 224) of JAG whose main purpose is to dialogically involve submitters in the guidelines developed to streamline the processes of preparing a manuscript for submission.

The findings of the study also demonstrated that there was a significant difference between MAIMD and MIIMD in terms of the frequency of discourse markers. MAIMD markers were used significantly higher than MIIMD markers in JAGs. It supports the results found by Fu (2012) about the distribution of macro and micro IMD in job postings. Fu found that the most prominent feature of job postings was the overwhelming use of self-mentions and reader-inclusive pronouns to represent the promoting features of the text. In this corpus, reader-inclusive pronouns were frequently used to appeal to the reader's emotions, and self-mentions were used to self-promote the journal. "Appealing and promoting" (Fu, 2012; p. 414) are two key strategies employed in JAGs to establish and maintain the rapport between the editors and submitters. On the contrary, the low frequency of MIIMD markers may be attributed to the rare occurrences of hedges in JAGs. The uneven distribution of hedges and boosters reflects the distinctive characteristic of JAG that is to provide accurate information and assert statements with great confidence regarding submission requirements and review procedures. In other words, JAGs are supposed to disclose the relevant and accurate information to enable the contributors to get to know the journal's aims and scope and follow carefully the instructions associated with paper submission.

6. Conclusion and Implications

This study examined the types, frequencies and functions of stance and engagement markers employed in 280 JAGs released by seven leading international publishers. The results of this investigation indicated that there was an abundance of IMD markers in JAGs. Despite the commanding presence of IMD markers in JAGs, the linguistic literature has dealt exclusively with the role of IMD in a number of specific academic genres including textbooks, research articles and popular science articles.

JAG is more than simply setting out the requirements for paper submission. It is composed of lexical choices that reflect the values of an academic community (Hyland & Tse, 2009). Therefore, it would be inadvisable to underestimate the significance of this genre. The present study

is an elementary step in turning the attention of a variety groups including novice researchers deciding on a venue for their paper publication and discourse analysts trying to understand the dialogic nature of JAG as a sub-genre of academic discourse.

The most outstanding feature of JAGs was the great use of engagement features. It suggests that considering "reader-in-the-text" (Thompson & Thetela, 1995; p. 103) plays a major role in JAGs. Because it helps editors make a dialogic conversation with authors. Journal editors strategically deploy certain engagement features in author guideline to address authors explicitly through reader-inclusive pronouns or guide them how to take action through the use of directives. The specific engagement feature used most frequently in this corpus was directives. The far more frequent occurrences of directives in JAGs demonstrate the high "*interactionality*" (Fu, 2012) of JAGs.

The findings of the study also suggested that the less frequent use of micro-interactional MD markers (hedges and boosters) in JAGs may imply the journal's tendency to minimize its authorial visibility. In contrast, the greater use of macro-interactional MD markers (self-mentions and reader-inclusive pronouns) presupposes that author guidelines need to demonstrate the standing and position of the journals, and explicitly bring their contributors into the discourse while developing an awareness of self and contributors.

Like any other research, there are some limitations to this investigation that further study could address. The present study examined the use of IMD in the author guidelines of the humanities and social sciences as representatives of soft disciplines which heavily rely on IMD. Future research could determine whether the linguistic characteristics found in this genre are relevant in various fields across soft/hard discipline continuum.

Furthermore, much research studies should be carried out to contrast the cross-cultural similarities and differences in the use of IMD in two different cultural contexts. For example, intercultural analysis of IMD in English and Persian JAGs can help Persian academic writers to have a better submission by meeting the standards of English journals. As Kaplan (1987) has stated, non-native students of a language are required to form standards of judgment according to the system of a target language. Also, the results of the study

could have been optimized if it had been possible to investigate the authors' attitude toward the interpersonal dimension of journal author guidelines.

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