

Organizational metadiscourse across lecturing styles in Humanities lectures: uses and distribution

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Resum. Metadiscurs organitzatiu a través d'estils d'ensenyament en classes universitàries d'Humanitats: usos i distribució. Aquest article explora com es realitza el metadiscurs organitzatiu en les classes universitàries i compara el seu ús a través dels estils d'ensenyament (Dudley-Evans, 1994). Per oferir una descripció detallada de l'ús del metadiscurs organitzatiu i la seva distribució, es van seleccionar i analitzar 152 classes universitàries pertanyents a 6 cursos complets d'Humanitats de l'OpenCourseWare de la Universitat de Yale. Per comparar el metadiscurs en els estils d'ensenyament, dos dels cursos van ser impartits per professorat amb estil conversacional, dos amb estil retòric i dos amb estil de lectura, i el metadiscurs es va analitzar seguint la taxonomia d'Ädel (2010). Els resultats mostren un predomini de metadiscurs introductori, revisor i de presentació del tema amb similituds en cada parell de cursos. També s'hi identifica una distribució comuna al començament i al final dels cursos, així com en les introduccions i els segments d'estructuració dins de les classes.

Paraules clau: metadiscurs organitzatiu, distribució, classes universitàries, estils d'ensenyament, Anglès per a Fins Específics.

Abstract. Organizational metadiscourse across lecturing styles in Humanities lectures: uses and distribution. The present paper explores how organizational metadiscourse is realized in lectures and compares its use across lecturing styles (Dudley-Evans, 1994). With the aim of offering a thorough description of the use of organizational metadiscourse in lectures and its distribution, 152 lectures belonging to 6 full courses in Humanities were selected from Yale University's OpenCourseWare to be analyzed. To compare lecturing styles, two of the courses were taught by conversational style lecturers, two by rhetorical style lecturers, and two by reading style lecturers. All instances of organizational metadiscourse were manually identified and analyzed

following Ädel's (2010) taxonomy. The results show a predominance of *previewers*, *reviewers* and *introducing topic* metadiscourse with similarities in each pair of lectures. The results also show a common distribution of organizational metadiscourse across lecturing styles at the beginning and end of courses, and in the introductions and structuring segments within the lectures.

Keywords: organizational metadiscourse, distribution, lectures, lecturing styles, English for Academic Purposes.

1. Introduction

The study of academic lectures has become very relevant for researchers in the last decades, especially due to the internationalization of Higher Education and the emergence of English as a Medium of Instruction (Dafouz & Smit, 2019). Lectures are the academic genre *par excellence* (Alcaraz Varó, 2000) and basically entail the exchange of specific information between experts and students. However, lectures are far from being homogeneous, and the genre is constantly evolving, from non-interactive to more interactive or even digital lectures. In the present study, lectures are understood as monological events as defined by Waugh and Waugh (1999, pp. 35–36): “a teaching method where the lecturer talks, acts, persuades, cajoles; in fact, has perfect freedom to do whatever is desired, except to ask students to answer questions”. These lectures do have advantages, such as their suitability for larger audiences, or the possibility to be recycled and re-used (Crawford-Camicciottoli, 2007), and are crucial to exemplify one of the communicative devices that has received most attention in their study, which is also the central focus of this paper: metadiscourse. The lectures in the present study have been extracted from OpenCourseWare, which is a term to describe online collections of lectures and materials that are made freely accessible to the public. OpenCourseWare remains highly relevant in today's higher education landscape as it provides widespread and its analysis can yield valuable insights, helping to refine teaching methods and enhance lecturers' performance, improving teaching practices and ensuring the delivery of quality education to a broader audience (D'Oliveira et al., 2010).

1.1. Organizational metadiscourse

Ädel (2006, p. 20) defines metadiscourse as “text about the evolving text, or the writer's explicit commentary on her own ongoing discourse. It displays an awareness of the current text or its language use per se and of the current writer and reader qua writer and reader”. Essentially, metadiscourse entails a reflection on the communicative process that is key to convey meaning successfully (Ädel, 2013), and which contributes to guide readers and listeners through the contents of the message, particularly in specialized and academic contexts (Bondi & Álvarez-Gil, 2021). In this regard, the use

of metadiscourse has been extensively researched within academic discourse (Bondi & Álvarez-Gil, 2021; Hyland, 2010; Hyland et al., 2022), especially in written genres: research papers, undergraduate and postgraduate writing, dissertations, essays, etc. The study of oral metadiscourse, albeit more limited, has also received ample attention. Conference presentations (Querol-Julián & Fortanet-Gómez, 2012; Ruiz-Garrido, 2019) and lectures (Bouziri, 2020; Deroey & Taverniers, 2012) have been the main foci for the attention of researchers.

Much of the research on metadiscourse in lectures has been carried out with pedagogical aims in mind, trying to describe its uses in English as a Medium for Instruction (EMI) contexts. Lee and Subtirelu (2015), for instance, examine the metadiscourse employed by native speakers of English in content university lectures for native speakers and in academic English lessons for non-native speakers. They demonstrate that metadiscourse is more frequent in academic English lessons for non-native speakers where lecturers might feel the need to accommodate their language to students who are still learning it. These results are in line with Crawford-Camicottoli's (2004) who also identified a higher presence of metadiscursive devices when lecturers interacted with non-native speakers. In both cases, metadiscourse seems to be employed with the objective of facilitating comprehension. This aim, together with that of engaging the audiences was also identified by Bernad-Mechó and Fortanet-Gómez (2019). These authors focus on one of the subtypes of metadiscourse in Ädel's (2010) classification of metadiscourse: organizational metadiscourse. They argue that this type of metadiscourse helps students in lectures understand where they are, where they came from and where they are going within the course, guiding them through the contents of the class. It is precisely this type of metadiscourse the main focus of the present study. Table 1 below exemplifies the uses of metadiscourse within this category.

TABLE 1. ORGANIZATIONAL METADISOURSE AND EXAMPLES
(ADAPTED FROM ÄDEL, 2010, PP. 85-88)

Category	Function	Example
<i>Introducing topic</i>	Begins a new topic	<i>Today, we're going to talk about the reasons that triggered the war.</i>
<i>Delimiting topic</i>	Restricts a topic	<i>We are not gonna look at that, though.</i>
<i>Adding to topic</i>	Adds information	<i>I'll add that it wasn't an easy process...</i>
<i>Concluding topic</i>	Finalizes a topic	<i>Now, we've finished with the Revolution...</i>
<i>Marking asides</i>	Begins or ends an aside	<i>Let me set an aside...</i>

<i>Enumerating</i>	Orders the discourse using numbering structures	<i>First, the soldiers came [...] and second...</i>
<i>Endophoric marking</i>	Refers to teaching materials such as tables, handouts, slides, etc.	<i>As you can see on this slide...</i>
<i>Previewing</i>	Refers to future information	<i>We'll talk about this next Tuesday.</i>
<i>Reviewing</i>	Refers to past information	<i>Last week we saw how that came about...</i>
<i>Contextualizing</i>	Comments on the organization or planning of the discourse	<i>Let's do this in 10 minutes, before we move on.</i>

1.2. Lecturing styles

As argued above, the study of metadiscourse in lectures has been extensive in the last decades, paying attention at numerous variables and context. This paper focuses one of the individual traits of lecturers as one possible variable for the use of metadiscourse: their lecturing styles. Dudley-Evans (1994) describes the style of lecturers in monologic sessions in relation to the use they make of their notes. Thus, lecturers may follow:

- a *conversational style*, if they use their notes for guidance, but do not read them constantly and deliver their lecture more as if they were in a formal conversation;
- a *rhetorical style*, if they do not use any notes at all and deliver their lecture as a performance, digressing and using humor; or
- a *reading style*, if they mostly read through their notes with occasional spontaneous comments.

Lecturing styles have been already taken into account when exploring metadiscourse. In fact, Bernad-Mechó and Fortanet-Gómez (2019) describe the multimodal use of organizational metadiscourse across lecturing styles and describe how lecturing styles constrain the semiotic resources that are available to the lecturers when using metadiscourse. However, even if these resources are limited, all lecturers in their study made use of whatever resources were available to them in order to engage the audience and guide the students through the contents. The present paper aims to go one step further in this analysis and look at how metadiscourse is used across lecturing styles from a quantitative point of view; looking at the types of metadiscourse and their distribution across lectures and courses. In order to do so, three main research questions are put forward:

RQ1: What are the most common types of organizational metadiscourse in academic lectures?

RQ2: How is metadiscourse distributed throughout the lectures and the courses?

RQ3: Are there any similarities or differences in the quantitative use of organizational metadiscourse across lecturing styles?

2. Methodology

In order to answer these research questions, two analyses of metadiscourse in lectures were carried out: a quantitative and a qualitative one. For the quantitative analysis 6 full courses in Humanities were selected from Yale University's OpenCourseWare¹¹. Yale's OpenCourseWare consists of a compilation of 42 face-to-face full BA courses on various fields that were recorded between 2006 and 2011 and uploaded to the platform for free general access. The reasons behind the selection of Humanities-only courses had to do with a will to obtain a homogeneous corpus. Furthermore, as lecturing styles were also considered, two courses representing each of Dudley-Evans's (1994) lecturing styles were chosen. Thus, the corpus comprises 152 full lectures, adding up to almost a million words and over 122 hours of recordings. Two lectures (one in Course 4 and another one in Course 5) were discarded from the final analyses as they were not monologic explanatory lectures but rather Question & Answer sessions in preparation for the final exams. Table 2 below offers an overview of the main corpus.

TABLE 2. OVERVIEW OF THE CORPUS

	Lecturing style	Number of lectures	Number of words	Total duration	Average text length	Average duration
C1 (African-American History)	Conversational	25	159990	19h 30' 46"	6400	46' 50"
C2 (The American Revolution)	Conversational	25	190017	18h 25' 30"	7601	44' 13"
C3 (Philosophy: death)	Rhetorical	26	174775	20h 45' 12"	6722	47' 53"
C4 (The American Novel)	Rhetorical	25 ^{2*}	157428	19h 56' 11"	6297	47' 51"

1. oyc.yale.edu.

2. Courses 4 and 5 are actually made up of 26 lectures. Nevertheless, as explained above, lecture 26 in both courses is devoted to debating doubts for the written exam. This type of lecture differs considerably from the expository structure of the rest of the dataset and therefore has not been included in the analyses.

C5 (History of Epidemics)	Reading	25 ³	136654	20h 2' 28"	5466	48' 6"
C6 (Spanish Literature: Don Quixote)	Reading	24	175307	23h 47' 30"	7304	59' 29"

Once the courses were selected, their verbal transcriptions were downloaded from Yale's website. For the quantitative analysis, a manual examination of the transcriptions was carried out to account for all instances of organizational metadiscourse following Ädel's (2010) taxonomy. Although computer-based analyses of metadiscourse are frequent in large data corpora (Hasselgård, 2016), a manual exploration, albeit time-consuming, permitted a more reliable annotation. In this sense, although an automatic annotation reduced the subjectivity in the categorization process, a manual one ensures that no instance is left out and that all spotted instances are, in fact, organizational metadiscourse. To ensure intercoder reliability, doubtful cases of metadiscourse were brought to a second researcher; if still in doubt, the instances were discarded. Next, quantitative data for the total use of each metadiscursive category were obtained. Furthermore, to determine which sections within the lectures and the courses show a higher presence of metadiscourse, the distribution of organizational metadiscourse was explored. This was worked out by looking at the number of occurrences in every minute in every lecture. These quantitative results were compared across lecturing styles. Finally, from a qualitative perspective, some representative instances were selected to describe the uses of organizational metadiscourse and to explain any significant differences across the corpus.

3. Results and discussion

3.1. Overall use of organizational metadiscourse

Table 3 shows the number of organizational metadiscursive fragments found in each of the courses and for each of the types of metadiscourse in Ädel's (2010) taxonomy. The results are shown both in the total number of metadiscursive instances found in a specific category (n) as well as normalized frequencies per 10,000 words (/10,000w). The results conclude that the most common types of organizational metadiscourse at a general level, i.e. when

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looking at the aggregate, are *reviewing* (16.5 instances every 10,000 words), *previewing* (14.5 instances) and *endophoric marking* (12.6). Moreover, the categories of *introducing topic* (5.7) and *contextualizing* (3.9) also seem to receive a certain degree of importance in academic lectures. Finally, *delimiting topic* (2), *enumerating* (1), *marking asides* (0.7), *adding to topic* (0.6) and *concluding topic* (0.5) are inconsequential with rare occurrences within the whole use of organizational metadiscourse. It is important to remark that, as argued by Bernad-Mechó and Fortanet-Gómez (2019), the use of endophoric markers is dependent on the number of external teaching materials employed by lecturers: the more elements they use, the more references to such elements. Consequently, this category tends to be very irregular and will not be further considered to account for similarities and differences across lecturing styles. All in all, this initial exploration demonstrates that the use of phorics, i.e. how lecturers establish connections among various parts of the discourse, is paramount in lectures. Still, individual differences are found across the corpus when looking at each lecturer individually. These differences are further explored for the most common types of metadiscourse.

TABLE 3. FREQUENCY OF THE USE OF METADISOURSE ACROSS DISCIPLINES (RAW AND NORMALIZED FREQUENCIES) AND TOTAL AMOUNTS OF METADISCURSIVE INSTANCES

	C1		C2		C3		C4		C5		C6		TOTAL (for each category)	
	N	/10,000w	N	/10,000w	N	/10,000w	N	/10,000w	N	/10,000w	N	/10,000w	N	/10,000w
Introducing topic	109	6.8	108	5.7	69	3.9	86	5.5	93	6.8	95	5.4	560	5.7
Delimiting topic	46	2.9	25	1.3	46	2.6	37	2.4	21	1.5	20	1.1	195	2
Adding to topic	19	1.2	17	0.9	7	0.4	10	0.6	4	0.3	7	0.4	64	0.6
Concluding topic	13	0.8	12	0.6	7	0.4	2	0.1	7	0.5	14	0.8	55	0.5
Marking asides	19	1.2	22	1.2	10	0.6	11	0.7	4	0.3	7	0.4	73	0.7
Enumerating	11	0.7	25	1.3	19	1.1	16	1	22	1.6	9	0.5	102	1
Endophoric marking	191	12	46	2.4	50	2.9	453	28.8	265	19.3	181	10.3	1186	12.6
Previewing	192	12	413	21.7	201	11.5	197	12.5	236	17.3	205	11.7	1444	14.5
Reviewing	225	14.1	350	18.4	290	16.6	192	12.2	196	14.3	405	23.1	1658	16.5
Contextualizing	88	5.5	145	7.6	46	2.6	57	3.6	35	2.6	29	1.7	400	3.9
TOTAL (all metadiscourse)	913	57.1	1,163	61.2	745	42.6	1,061	67.4	883	64.6	972	55.4	5737	58

3.2. Previewers

In general terms, and considering normalized figures, the use of *previewing* is rather homogeneous in most courses. Thus, C1, C3, C4 and C6 show very little variations in the number of *previewers* utilized ranging from 11.5 to 12.5 instances per 10,000 words. C2 and C5, on the other hand, show a more elevated frequency (21.7 and 17.3 occurrences per 10,000 words respectively). This difference in C2 and C5 seems to be motivated by the presence of longer introductions to the lectures which contain an ample number of previewing fragments. Lecturers seem to use *previewers* with three

broad functions: in order to introduce material that is going to be brought up within the lecture in question (Example 1), in order to present information that will be dealt with in future lectures (Example 2), and in order to refer to moments in the future where the time reference is not clear-cut (Example 3).

- (1) I will announce at the end of the class which book it will be. (C4_L16)
- (2) So that's what I want to talk about next time, which is the movement from the era of consumption to the era of tuberculosis (C5_L18)
- (3) But in 2003 major difficulties overtook the campaign – and we'll come back to those – and now the campaign is a decade behind schedule [...] (C5_L24)

3.3. Reviewers

A second relevant category in the organization of lectures is *reviewers*. The use of *reviewers* is very similar in courses C1 to C5 with recorded instances ranging from 14.1 to 18.4 and with the exception of C6, where the use of *reviewers* is slightly higher (23.1 instances per 10,000 words). The case of C6 may be explained in terms of style, i. e. as an individual trait of the speaker. In this case, lecturer in C6 may occasionally interrupt the main reading flow in his lectures in order to make spontaneous comments. During these spontaneous sections, the lecturer frequently contextualizes the present account of events with previous information developed earlier in the lecture or in the course. Furthermore, the fact that C6 deals with one topic only (that of Cervantes's *Don Quixote*) may also contribute to the presence of more *reviewers*, as connections with previous parts of the discussion on the novel can be established recurrently throughout the course.

Interestingly C3 and C6 distinctly favor the use of *reviewers* over *previewers*. These differences can be explained differently for each of the cases: by looking at the structure of C3, which is rather irregular and seems to determine the need for extra connections; and in terms of the nature of C6, which only deals with one broad topic all throughout the course. In the case of C3, the higher presence of *reviewers* can be explained by looking at the structure followed by the lecturer through the course. The philosophical questions discussed in C3 may be distributed through more than one lecture (extending from 1 up to 5 sessions). Logically, when a topic is extended through more than one lecture, reviewing sections need to be present in order to contextualize the class within the right topic. In the case of C6, this course presents almost twice as many *reviewers* as *previewers* (405 and 205 respectively). As argued above, the explanation for this imbalance seems to lie in the nature of the course itself: as it is centered on the study of one novel only, connections to previously introduced explanations across lectures are more frequent.

As with *previewers*, a three-leveled distinction can be established for *reviewers*. They can refer to the present lecture or to lectures in the past, and these references, in turn,

can be explicit or not. Examples 4, 5 and 6 show instances of references to the present lecture, past lecture and a moment in past which is not specified respectively.

- (4) And with the body view, when I started arguing a few moments ago that the best version of the body view was the brain view [...] (C3_L11)
- (5) And as you'll recall from my lecture on Monday as I was wrapping it up, weeks before the Democratic National Convention convenes [...] (C1_L17)
- (6) But, as I said, the war effort complicated his task, and he turned to people who'd retired (C5_L20)

3.4. *Introducing topic*

While *previewing* and *reviewing* are by far the most common metadiscursive functions in the dataset (amounting from 57.8 % to 77.1 % of all organizational metadiscourse employed by lecturers), *introducing topic* seems to stand out over the rest of topic managers in all courses, which present a rather inconsequential use. *Introducing topic* is the most commonly used metadiscursive category within topic management metadiscourse. In line with previous research (Palmer Silveira, 2004; Young, 1994), this shows that introducing the topic is one of the key elements within lectures as it involves the students and provides them with information regarding the main topic and concepts, as well as the purpose of the lecture. *Introducing topic* is distributed rather homogeneously across disciplines (variation of ± 2.9 instances per 10,000 words). In this sense, no differences can be claimed in terms of the use of this category by different lecturing styles. However, it is interesting to note that a slightly higher occurrence is found in History courses (C1, C2 and C5). History courses seem to be topicalized by default, i.e. they are structured in a list of topics in succession (commonly, in one-topic-one-lecture relations). Each lecture, in turn, may be subdivided into subtopics which can also be introduced through the use of *introducing topic* metadiscourse. See, for instance, Examples 7 to 9, which introduce the main topic of the lecture –smallpox– and some of its subtopics –smallpox as a disease, the symptoms of smallpox, etc. In brief, the thorough distribution of topics and subtopics in History courses as compared to other disciplines seems to be the reason behind the slight difference in the amount of *introducing topic* metadiscourse in some courses.

- (7) I want to turn to the next topic, which marks a new unit in our course. [...] Now I'd like to look, for comparative purposes at a very different high-impact disease; and this time and next we'll be dealing with smallpox. (C5_L6)
- (8) Let's begin with smallpox as a disease. (C5_L6)
- (9) Now, I'm going to give some attention [...] to the symptoms of smallpox. (C5_L6)

3.5. *Contextualizing*

This type of organizational metadiscourse is used to refer to the conditions of the lecture and to comment on the act of lecturing. *Contextualizing* is a trivial category for C3 to C6 (rhetorical and reading style lecturers) if compared with the rest of categories of organizational metadiscourse. However, *contextualizing* shows a higher occurrence in conversational style lectures (C1 and C2), and it is in fact the third most common type of metadiscourse in C2. These lecturers might adapt their lecturing ‘as they go’; the structure of their lectures does not seem to be as rigid as in reading style lecturers, where lectures are being read, nor as irregular as in rhetorical style lecturers. Then, conversational style lecturers may modify the structure of their lectures when necessary in order to fit their initial purposes. Examples 10 and 11 show how these modifications in the lectures occur and how they are made explicit through *contextualizing* commentaries. The use of *contextualizing* in other courses is far less reflective and most of the times merely refers to the position of the current speech within the lecture or to the time that is left in the lecture, i.e. situated time references, as well as short commentaries on the lecturing process (Examples 12 and 13).

- (10) I’m trying to compress some information so we can really be ready to catch next week right where we should be. (C1_L17)
- (11) So that was going to be today’s lecture. That was my plan. But when I started thinking about the lecture and thinking about just preparing it and tweaking it, and again I had last thought about it back in December [...] and I decided at the absolute last minute I wasn’t going to give that lecture – at literally the absolute last minute. (C2_L15)
- (12) And I’m running rapidly out of time, but just say that there were, I would argue, not just immediate drama [...] (C5_L10)
- (13) Okay. I’d like to begin. Welcome back. (C4_L17)

3.6. *Distribution of organizational metadiscourse in the lectures and through the courses*

In terms of the overall distribution of organizational metadiscourse, all lecturers show rather homogeneous amounts of metadiscourse distributed throughout the course. However, they all coincide in presenting high peaks of metadiscursive occurrences at the beginning and at the end of the courses. This seems to be the result of a higher presence of *previewers* during the first sessions of the course, and a high number of *reviewers* in the last sessions. It seems coherent that the lecturers may use more *previewing* metadiscourse in the first lectures of the course, as these sessions serve as a broad outline of the contents that will be examined in the rest of the course. Likewise, the use of *reviewing* metadiscourse at the end of the course seems to be consistent with summaries and recapitulating sections in the last sessions of the course. As an example, Figure 1 below shows:

- a. the total amount of organizational metadiscourse throughout one of the courses (C1). The amounts of metadiscourse are quite steady throughout the course, showing ranges varying from 20 to 30 instances per lecture and up to 40 instances in some peak lectures. However, the first and the last lecture in the course show a remarkably high frequency of metadiscourse (around 50 instances). This can be explicated by considering b) and c).
- b. describes the use of *previewing* instances throughout the course. These instances show their highest peak in the first lecture and descend as the course progresses.
- c. shows the distribution of *reviewing* metadiscourse throughout the course. These instances are significantly high in the last lecture of the course.

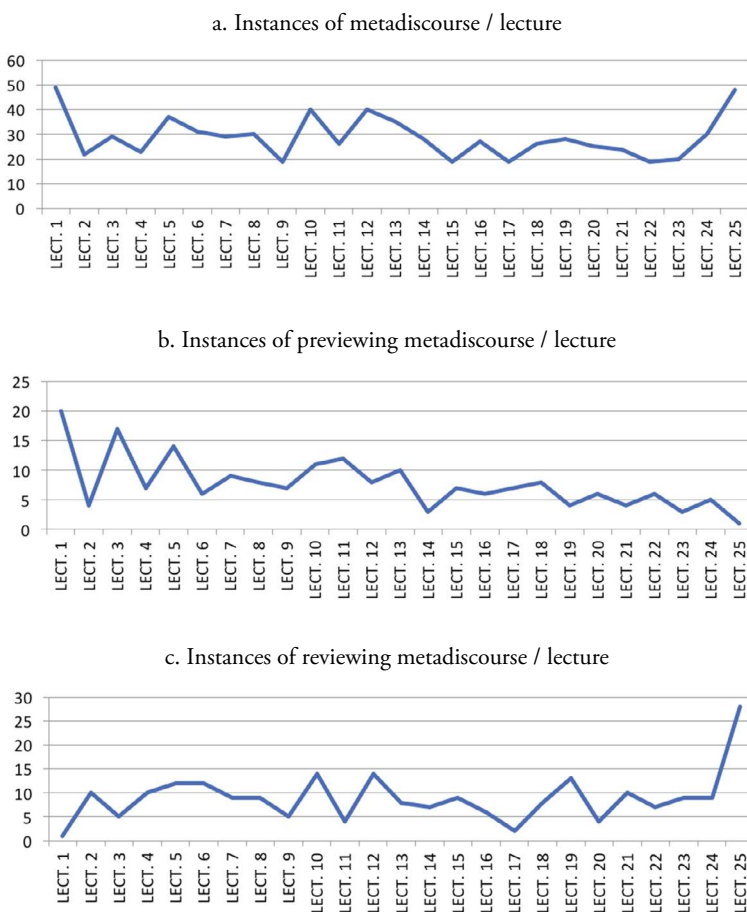


FIGURE 1. DISTRIBUTION OF METADISOURSE ALONG C1: TOTAL AMOUNTS (A), *PREVIEWING* (B) AND *REVIEWING* (C)

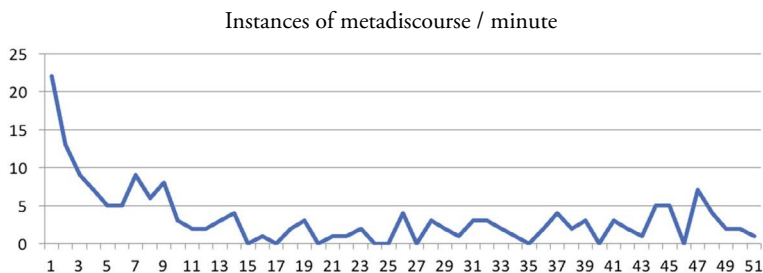


FIGURE 2. AVERAGE DISTRIBUTION OF METADISOURSE
PER MINUTE IN THE LECTURES IN C4

When taking a look at the distribution of metadiscourse in a single lecture, it is common to find distributions as the one presented in Figure 3 below. This figure corresponds to lecture C2_L13. In this lecture, most metadiscourse is concentrated in the first seven minutes. However, peaks of metadiscourse are found between the minutes 16 and 20 and between minutes 42 and 45. These peaks may be found in most lectures in the corpus and correspond to *structuring segments* (Bernad-Mechó, 2021). These segments represent parts of the lecture with a high concentration of metadiscourse that may serve either as an introduction to a lecture, an introduction of a topic, or a separating segment between two broad sections in the lecture. Finally, Figure 3 shows some independent instances of metadiscourse distributed through the session. These correspond to *spontaneous metadiscourse*. Spontaneous metadiscourse consists of individual metadiscursive fragments that are usually performed in a spontaneous manner and that may briefly interrupt the flow of the lecturing on content.

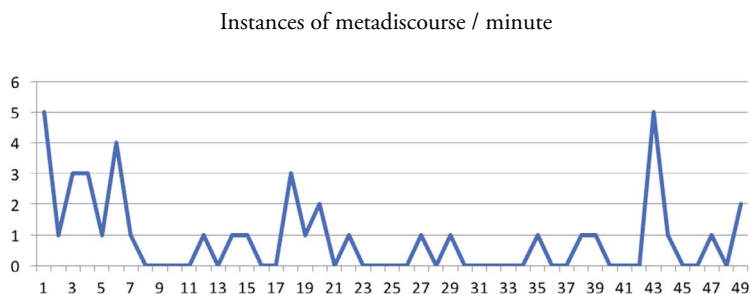


FIGURE 3. DISTRIBUTION OF METADISOURSE PER MINUTE
ACROSS LECTURE C2_L13

3.7. Organizational metadiscourse across lecturing styles

As argued in the introduction, organizational metadiscourse is a key element in the structuring of lectures and it is used to guide the audience through the contents. In this regard, the results of the analysis appear to point to a use of organizational metadiscourse that is dependent on the lecturing structure selected by the lecturers. In other words, organizational metadiscourse may be closely connected to the ways in which lecturers plan and develop their sessions, i. e. to their lecturing styles. Consequently, lectures in which an irregular spontaneous structure is followed (for instance, those taught by rhetorical style lecturers) might contain fewer connections, and therefore, less metadiscursive fragments than a carefully prepared class where notes are used to help the lecturer in the organization of their speech (for example in conversational style lecturers).

The exploration of the data has shown that the distribution of metadiscourse across disciplines within the same lecturing style is not completely homogeneous. Nonetheless, similarities within lecturing styles do arise. To exemplify this, Table 4 presents the total amount of metadiscursive instances (raw and normalized figures) in each of the disciplines of the dataset, once *endophoric markers* have been removed.

TABLE 4. TOTAL USE OF ORGANIZATIONAL METADISOURSE EXCLUDING *ENDOPHORIC MARKING*

	C1		C2		C3	
	N	/10,000w	N	/10,000w	N	/10,000w
TOTAL	722	45.1	1,117	58.8	695	38.8

	C4		C5		C6	
	N	/10,000w	N	/10,000w	N	/10,000w
TOTAL	608	38.6	618	45.2	791	45.1

Table 4 shows similarities in the general use of organizational metadiscourse within lecturing styles. These distinct quantitative uses of metadiscourse are particularly evident in rhetorical and reading style courses. Thus, C3 and C4 (taught by rhetorical style lecturers), for instance, present a similar total use of organizational metadiscourse (with a mere ± 0.2 variation in the number of metadiscursive instances per 10,000 words). Rhetorical style lecturers seem to use less organizational metadiscourse than the other two styles. This could be explained as rhetorical style lecturers do not follow strict structures when lecturing and are not so self-aware of the organization of the lecture. Therefore, they make less use of signposting devices. Likewise, C5 and C6 (by reading style lecturers) also show a rather similar use (± 0.1 instances). These lecturers follow a

highly prepared text where connections and organization are expected. Moreover, they may add extra spontaneous metadiscursive fragments. This is reflected in a higher use of organizational metadiscourse. The use of organizational metadiscourse in C1 and C2 (conversational style lecturers), however, is dissimilar (± 13.7). In fact, the total number of organizational metadiscourse instances in C1 is very similar to that in reading style courses (± 0.1). Conversational style lecturers are expected to use notes as a structuring guide and constantly reflect upon such structure, with extra spontaneous comments signaling a structure that is continually present for them. However, the quantitative results on the total amounts of organizational metadiscourse for conversational style lecturers are not conclusive and do not show a clear trend. In this sense, no broad generalizations can be extracted from these results and an analysis with a larger number of courses is necessary to corroborate these preliminary findings.

4. Conclusions

The present article has explored the use of organizational metadiscourse in Humanities lectures taking into account lecturing styles as a decisive variable in their use. The study has shown that *previewers* and *reviewers* are the main types of organizational metadiscourse regardless of the particular discipline or lecturing style. These are followed by *introducing topic* and *contextualizing*, while the rest of the categories are negligible. This seems to indicate that placing the content being taught in a larger context is vital for lecturers. In terms of distribution, organizational metadiscourse is far more common in the first sessions of a course (due to a high presence of *previewers*) and in the last sessions (use of *reviewers*). Furthermore, within individual lectures, organizational metadiscourse is commonly present in the introductions (particularly through *previewers* and *introducing topic*) and then in clusters across the lectures: in *structuring segments*. These segments are used by the lecturers to recapitulate and make sure that the audience is following the explanations, and to move in between topics. As for the differences across lecturing styles, no significant differences are found in the distribution of metadiscourse, which seems to reflect on the importance of using metadiscourse in these precise instances (at the beginning of lectures and in the first and last sessions of the course), regardless of the approach taken by the lecturer. Still, lecturers show similar results with other lecturers using the same lecturing style, especially in the total amount of metadiscourse. These results may have significant pedagogical implications. In this sense, an appropriate use of organizational metadiscourse, for instance, through the use of certain patterns, may be a factor in a better comprehension of lectures on behalf of students. To discern these implications, further research focusing on students' perceptions would be necessary.

Like all empirical research, this study could benefit from further research. In this sense, although the size of the corpus is extensive, it is probably not enough to generalize results: the data is extracted from only six lecturers and only from one specific context

(Yale's OpenCourseWare in the Humanities field). Thus, further studies comparing the use of metadiscourse in lecturing styles could contribute to confirm or refute these results. Finally, this and additional studies could also benefit from statistical tests to further define the significance of the differences.

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