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Interpersonality in ELF (Non)Academic Blogs:
Self-mentions and Engagement Markers
through Different Disciplines

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1. Introduction

This end of degree project aims to carry out a discourse analysis on different types of blogs written in English by non-native speakers. The reason for choosing this topic is the possible contribution of this research to raise awareness on the way English language is used on the Internet. The concepts being the focus of this study are described and explained in the background and literature review (section 1.1), while in the next section the intended goals and aims of the analysis are deeply exposed (section 1.2).

1.1. Background and literature review

Electronic genres are a proliferating phenomenon nowadays, in a context in which the presence of Internet plays a main role in our daily lives, especially over the last two decades. Among them, weblogs or blogs are considered an electronic genre differentiated, not particularly by their layout, but by their purpose. Defined as “a frequently updated webpage with dated entries, new ones placed on top” (Myers, 2010, p. 2), a blog usually accomplishes the function of a diary or journal. The term *weblog* was created in 1998 by J. Barger, and since then this genre has experienced lots of variation and adapted to many disciplines, to such extent that now practically anyone can become a successful blogger. According to Myers (2010), blogs usually include images, video or audio files, and a comment section for readers to release their opinion or questions. Blogs and other social media have become very popular, provoking the emergence of new genres as an attempt to adapt the old ones to new technologies (Herrando, 2014). Normally seen as a means of information and socialization, blogs can also be a suitable tool for research and for spreading knowledge.

Vettorel (2014) argues that, since their creation, blogs have evolved into a wide range of types and fields depending on their communicative purpose. Broadly speaking, there are two types of weblogs regarding register and purpose, academic blogs and non-academic blogs. A straightforward definition for the first group is any blog written by an academic or by several of them, usually employing a similar writing style to that of research articles, with the difference that readers will not necessarily be academics (Skallerup Bessette, 2013). According to Mewburn and Thompson (2013), another crucial feature is that the writer of an academic blog must prove his or her affiliation to a particular research institution. Unlike research articles, academic blogs present shorter entries and are not subjected to the peer-review process (Skallerup Bessette, 2013), but still they are a good instance of the transformation of a research genre into an electronic one.

Non-academic or informal blogs are the other group that will be treated in the present research: written by non-expert users, they present plenty of differences in style and purpose compared with academic blogs. When referring to non-academic blogs, Myers assures that “the writing is often highly informal and personal” (2010, p. 77), however, one of the main features that both types of blogs share is their dialogical character. Contrary to non-electronic genres, readers are normally able to “write back” and encounter a context of multimodality, receiving extra information from audiovisual media (Jones, Chik & Hafner, 2015, p. 7).

The blogging communities, as stated by Luzón (2018), usually contain writers and readers belonging to different nationalities, reason why users normally communicate by employing English as a lingua franca or ELF. Seidlhofer proposed defining ELF as a means of communication among people from different first languages whose only option is using English (2011, p. 7). She also stated that ELF users are currently a majority compared with speakers of other varieties of English, and consequently the uses of English by ENL (English as a Native Language) users should no longer be considered the norm (2011, p. 7). For this reason, natives’ and non-natives’ discourses are likely to present observable differences, not only in terms of grammar and lexis, but also on the

treatment of discourse features such as interactive and interactional resources. To this respect, many researchers have studied ELF discourse in different types of texts, both in paper genres (Lorés-Sanz et al., 2014, Mur-Dueñas, 2016 & 2017) and in electronic genres (Luzón, 2018). Lorés-Sanz concluded that attitudes towards the use of English in international contexts vary notably depending on the type of discipline. Mur-Dueñas investigated the use of self-mentions in research articles (2016) and found out that, in the vast majority of cases, self-reference was more employed within an international paradigm. Later on, she made research on hedging (2017), concluding that there could be two types of international researchers: those who adapted the use of hedges to English rhetorical conventions and those who did not, and that both stances were generally accepted. Finally, Luzón (2018) carried out an investigation on the observable ELF features in blogs written by scholars from different nationalities. The ELF issue and the significance that its users will have on the international paradigm is a big concern nowadays, and more researchers are interested in finding out to what extent this variation of English will affect its varieties in the future.

Returning to the subject of weblogs, certain studies such as Herrando's (2010) reveal that it is frequent to find more interactional resources – self-mentions and engagement markers – in electronic genres than in non-electronic written discourse. According to Hyland's distinction (2005), interactional resources are personal and truly “involve the reader in the text” (p. 44) while, contrarily, interactive resources only help readers “by guiding them through the text” (p. 49). Within the interactional features, the notion of *interpersonality* – as discussed in the book *Constructing Interpersonality: Multiple Perspectives on Written Academic Genres* (Lorés-Sanz et al., 2010) – refers expressively to the relationship author-reader, a connection reflected through two main resources: self-mentions and engagement markers. The purpose of these devices is to simulate a dialogue with the reader, making the author's and the readers' presence explicit, as suggested by Herrando (2014).

Hyland (2005, p. 53) defines self-mentions as “the degree of explicit author presence in the text measured by the frequency of first-person pronouns and possessive adjectives”, which include *I, me, mine*, exclusive *we, our* and *ours*. Self-mentions are a good resource for indicating, not only the presence of authors within a text, but also their opinions and personal views. Engagement markers, also defined by Hyland (2005), are a source for addressing the reader in a text explicitly (p. 53) and, apart from the personal pronouns *you* and inclusive *we*, readers may encounter engagement markers in other forms such as questions, commands or directives, and asides. The main aim of these resources is for the author “to establish a connection with the readers and bring them into the text” (Swales et al., 2018, p. 240), in spite of the fact that the reader’s prototypical identity is more difficult to define in the case of blogs and electronic genres in general. In relation with the readers’ possible identity, Myers (2010, p. 77) talked about an “audience-in-the-text”, referring to how blog writers have a tendency to address a general reader instead of particular people or groups.

1.2. Aims

Previous research on weblogs and other electronic genres (Herrando, 2010; Luzón, 2018) suggests diverse ideas regarding discourse analysis within the metadiscourse framework. Luzón investigated how ELF speakers present a tendency towards linguistic deviation from Standard English in blogs. Herrando focused on the difference between texts posted on the Internet and their paper version, proving how electronic texts are prone to a more inclusive style, presenting more interactional resources.

However, none of this research has included non-academic blogs in their scopes, nor compared them to academic electronic forms, and there is even less information about the use that ELF users make of English language in weblogs. Hence, the present research makes a possibly helpful contribution to the field of electronic genres, due that it combines two indispensable current-

research elements, which are the Internet and the use of English as the language for international communication. This end of degree project aims to analyse ELF behaviour in a concrete type of electronic text: blogs, both academic and non-academic.

Thus, the main purpose of this study is to corroborate whether the usage of interactional metadiscourse markers, more specifically self-mentions and engagement markers, adapts to the expectations of each field or discipline in academic and non-academic blogs written by ELF users. Interpersonality tokens are presumed to be different depending on field and on degree of formality, and in this case the disciplines selected for the analysis are cooking, fashion, biology or ecology, and psychology. In order to conduct this small-scale piece of research, a corpus has been self-gathered and examined according to the criteria of interpersonality, this is, by looking at the frequency of self-mentions and engagement markers that can be encountered in different types of weblogs.

2. Methodology

In this section, the focus is on the sub-corpora that have been self-gathered for the present research (section 2.1). The second half of the Methodology offers a description of the different methods employed for interpreting the data, indicating the contextual features of each of the blogs and how they have been gathered (sections 2.2 and 2.3).

2.1. Corpus

The corpus selected for the analysis consists of 4,279 words belonging to five different weblogs. Although the initial aim was selecting the same number of words to examine in each of the blogs, eventually the employed data was an approximation to 1,000 words per blog – with the exception of the two fashion blogs that sum 1,000 words. This was due to the fact that using entire blog entries was preferable than splitting text entries when applying the framework of metadiscourse to the present discourse analysis. Similarly, using the same number of entries per blog as analysis criteria was not acceptable since the extension of the posts notably varies depending on field or whether blogs are academic or non-academic. While in academic blogs only one or two entries have been needed for achieving the mark of 1,000 words per blog, in the case of the non-academic ones the analysis has been done over four and twelve entries.

The five blogs are currently active and the entries chosen for the analysis are quite recent, all of them written in a range between 2017 and 2019. Despite the fact that the academic blogs are managed by several researchers, all the selected entries have been written by Spanish speakers using English as a lingua franca to communicate with people from different first languages around the world, due the international reputation of the blogs. The entries have been written by up to six different authors and they also belong to four different disciplines, two facts that will probably imply a meaningful contrast in the relationship author-reader.

Table 1 presents a brief summary of the main contextual features of the five blogs, classified according to field, a possible guide to predict the use of interactional discourse for later analysis.

Table 1. Context features of the five blogs and of the samples selected

	Sample 1 [ckNA]	Sample 2 [fNA]	Sample 3 [biA]	Sample 4 [psA]
Name of the blog	Mumandsons	Bartabac/ LadyAddict	Zamorano	Aboutmybrain
Field and potential purpose	Presenting cooking recipes	Commenting on and recommending fashion looks	Exposing research on environment and biology	Providing advice about leadership and brain health
Potential addressees	General public interested in cooking	General public interested in fashion	People interested in biology and environment	People interested in developing their professional leadership aptitudes
Addressers/writers	A mother fond of cooking Spanish food	Two models and influencers	PhD university professors in the environment department	A neuroleadership expert from Buenos Aires University
Number of posts selected	4	12	2	1

A brief description regarding the contextual features of each blog is necessary to understand the material that is going to be analysed. Starting with the non-academic blogs, the first corpus sample is a cooking blog [ckNA] called *Mumandsons*, whose author, being helped by her three children, elaborates Spanish recipes, as she explains in the presentation to her blog. The second sample, also non-academic but dealing with fashion and style in this case, is composed by entries belonging to two different blogs called *Bartabac* and *LadyAddict* [fNA]. The decision of including two blogs was made in order to get the most recent posts, and taking into account that both of them are quite similar, since they belong to the same collection of blogs, share an identical layout and are written by two Spanish female influencers. The entries are very short, mostly aimed to the author commenting on the clothing she wears in the numerous pictures found attached to the posts.

The two remaining samples are considered academic blogs. Sample 3 belongs to *Zamorano* [biA], a research blog administrated by professionals from the homonymous institution and dealing with scientific topics such as wildlife and environment. The last sample, *Aboutmybrain* [psA], is a blog developed by the About my Brain Institute, and that presents current research about psychology and mental health in a more pragmatic way, attempting to provide readers with advice deriving from recent findings on leadership and team work.

2.2. Data analysis

The data driven quantitative analysis has been carried out turning to the framework of metadiscoursal analysis proposed by Hyland (2005). The corpora have been scanned and analysed manually, without using any corpus analysis tool. A contrastive analysis has been conducted, exposing the number of self-mentions and engagement markers per blog in a metadiscourse results table (See Table 13 in Appendix, p. 40).

The approach taken has been inspired by other metadiscourse analyses. Hyland (2005), in his book *Metadiscourse*, carries out a similar study by using a table (See Appendix 1, p. 38) to compare indicators of metadiscourse in corpora belonging to different disciplines. In his table, Hyland keeps an account of the number of tokens and frequency of appearance of each category divided into two big groups: interactive and interactional resources, and including the sum of the total to reflect the corpus range of interpersonality.

Herrando's study (2010) represents specific indicators of self-mentions and engagement markers in a straightforward way, showing their amount of appearances in the text accompanied with their frequency. Probably the main finding of her study applicable to the present research is that the analysed metadiscourse features are divided into indicators that corroborate the changing importance of interactional metadiscourse depending on each text; for instance, the number of

personal pronouns displaying the presence of the reader is included as an indicator of engagement. Herrando also makes a distinction between the *exclusive we*, that refers to the author and his or her team and is considered a self-mention (See Appendix 2, p. 38), and the *inclusive we*, an engagement marker that also alludes to the reader (See Appendix 3, p. 38). This distinction is crucial when analysing the pronouns, and proves the importance of context when studying metadiscourse. Finally, in her study Herrando also uses tables to collect the total number and frequency of self-mentions (See Appendix 4, p. 38) and of engagement markers (See Appendix 5 & 6, p. 38-39), a model that inspires the present research.

The metadiscourse study conducted by Luzón (2010) also results appealing as a model to imitate because she compares affective indicators in different corpora (See Appendix 7, p. 39). Her classification offers a more visual exposition of data that enables to easily check the metadiscourse features of each corpus by comparing them to the ones belonging to other corpora.

A combination of the three studies by Hyland (2005), Herrando (2010) and Luzón (2010) becomes a useful tool for investigating the relevance of self-mentions and engagements markers in different corpora. The final classification designed after adapting the three previously named analyses to the aims of this study is represented in Table 2 below.

Table 2. Classification of interactional metadiscourse indicators

a. SELF-MENTIONS		b. ENGAGEMENT MARKERS	
First-person pronouns		Second-person pronouns	You
Singular	I		Your/Yourself
	Me	Questions	
	My/ Myself	Directives	Imperatives
	Mine		Modals
Exclusive plural	We	Inclusive plural	We
	Our		Our
	Us		Us

Based on this classification, the final results of the analysis are reflected in Table 13 in the Appendix, as previously mentioned. The applied framework of analysis offers a contrastive study between the different indicators of interpersonality in each of the five blogs, showing which interactional devices are more frequent depending on discipline. Table 13 is mainly inspired by Hyland's study (2005), but without including interactive resources and neither all of the interactional ones. It also distinguishes self-mentions from engagement markers as in Herrando's analysis (2010), then these two big categories are later subdivided into grammatical indicators of interaction, searching for specificity – e.g. personal pronouns, questions or directives. Finally, the number and frequency per indicator is included in columns corresponding to each blog, so to offer a more visual evidence of the variation of interpersonality across disciplines, like in Luzón (2010). These quantitative data will be qualitatively interpreted in this end of degree project.

2.3. Survey

While conducting the present analysis, a questionnaire was sent to the administrators of the five blogs in order to obtain more information about the purpose and the intended audience of each weblog. This survey-based approach was passed via e-mail and social networking (Instagram) in order to make it more personal. Unfortunately, after some insistence, there was no answer from any of the writers. The survey, that is attached at the end of this dissertation (See Appendix 8, p. 41), reveals some questions partially based on Luzón's survey (2018), dealing with the linguistic background of the writers as ELF users and also with the intentions of their blogs.

3. Findings and discussion

The findings on the analysis of the five blogs are exposed in this section, firstly exclusively focusing on the two non-academic blogs results (section 3.1), then on the ones from the academic blogs (section 3.2). In both cases, the method consists of interpreting each weblog individually, then comparing all the blogs belonging to each group – non-academic or academic – to obtain conclusive results. Finally, both groups are contrasted in section 3.3 in order to draw some final remarks.

3.1. Non-academic blogs

As stated in the Introduction, non-academic blogs are generally more similar to informal discourse (Myers, 2010), and likewise, they tend to contain a higher number of interpersonality markers that will allow the writer to connect with readers in a closer, more personal way. The following section focuses first on the results obtained from the cooking blog Mumandsons (section 3.1.1), then from the fashion blogs Bartabac and LadyAddict (section 3.1.2).

3.1.1. Cooking blog: Mumandsons

Mumandsons follows most of the conventions of cooking blogs to meet the potential readers' expectations. Cooking recipes usually respect the conventional structure, starting with background information on the recipe, then passing to an enumeration of the ingredients and finally to the instructions of preparation, sometimes adding some additional information (Fischer, 2013, p. 109). Equally, in Mumandsons the author starts every recipe with a brief introduction, then enlists the ingredients and continues with a description of the cooking process. In an attempt to be more personal, most entries start with a brief introduction explaining the story and the tradition of Spanish recipes, where most self-mentions can be found.

Below, there is a summary of the interactional realisations directly associated with the most visible trace of authors' visibility, in other words, the first-person pronouns employed by the author. Table 3 offers a normalization in raw numbers of the frequency of self-mentions in the corpus.

Table 3: Self-mentions in Mumandsons [ckNA] normalized per 1,000 words

I	4 (0.36)
Me	1 (0.09)
My/Myself	2 (0.18)
Mine	0 (0.00)
We	1 (0.09)
Our	1 (0.09)
Us	0 (0.00)
Total	9 (0.81)

The number of self-mentions does not appear as very significant, what could be due to the cooking blog conventions since in these texts writers usually limit themselves to accomplish the main aim, which is to explain how to prepare a meal. In this type of blogs, readers often find the writer's opinion as something secondary, and frequently it does not even appear.

Results change meaningfully regarding engagement markers (Table 4 below), revealing a larger frequency of second-person pronouns that is still outnumbered by that of directives, especially by imperatives.

Table 4: Engagement markers in Mumandsons [ckNA] normalized per 1,000 words

You	24 (2.18)
Your/Yourself	0 (0.00)
Questions	0 (0.00)
Imperatives	61 (5.55)
Modals	7 (0.64)
We (inclusive)	0 (0.00)
Our	0 (0.00)
Us	0 (0.00)
Total	92 (8.35)

Undoubtedly, the easiest way to describe a recipe is by directly addressing the reader, then the use of numerous second-person pronouns and imperative forms is more than justified in this blog, the most common structures being illustrated in the following examples:

1) *You* need: [ingredients] [ckNA]

2) *Start* with the cream. *Heat* 400 ml of milk [ckNA]

In contrast, readers will rarely find inclusivity from the author. The meaningful quantity of engagement markers reveals Mumandsons as a proper example of a cooking blog, following both the structural and linguistic conventions of the blog as an electronic genre (see Introduction) and also those of cooking recipes (Fischer, 2013). This is probably the reason why the author includes few first-person pronouns, only employed to talk about the author's experience when preparing a recipe or, in this case, about her knowledge of the recipe's story. The blog is also linguistically conventional (Myers, 2010), full of imperatives indicating the preparation of the recipe while second-person pronouns are employed as substitutes of imperatives, as reflected in this example:

3) ... as *you* take them out of the oven. [ckNA]

Second-person pronouns are also aimed to give advice, normally accompanied by modals and between brackets:

4) ... (*you* can do this the night before *you* are going to make the petisus). [ckNA]

5) ... (*you* may not need all of it) [ckNA]

These indicators of engagement present the reader as an agent and the author as a mere describer, expecting addressees to follow the instructions. However, the style is still personal and informal in order to convey proximity with the reader in terms of register and usage of interpersonality features, as exposed in all the previous examples.

3.1.2. Fashion blogs: Bartabac and LadyAddict

Bartabac and LadyAddict are two bilingual fashion blogs belonging to the group StyleLovely.com. A particularity of these blogs is that readers encounter some entries in Spanish and others in English. Furthermore, even in the ones written in English there are certain words in the writer's first language, as example 6 presents:

6) I can not anymore, I need sandals asap!). *Besos* [Bartabac, fNA]

The melange of languages and the dialogical, excessively informal style – achieved through sources such as the use of capital letters for emphasis (see example 7 below), informal acronyms (8), excess of exclamation marks, alteration of words by reduplicating letters to create a more conversational style (9, 10) and emojis (11) – contribute to making the blog more personal by connecting with the reader, also considering that the intended audience is preferably young people.

7) ... some amazing boots and a bag that we REALLY love, [Bartabac fNA]

8) I need sandals *asap!* [Bartabac, fNA]

9) how *loooooong* that is the winter [Bartabac, fNA]

10) I find it hard to wear looks in total black, *buuuut...* [Bartabac, fNA]

11) As usual, I hope you like it, this is all for today! ;-) [LadyAddict, fNA]

Now analysing self-mentions, Table 5 illustrates the frequency in which they appear in both blogs.

Table 5: Self-mentions in Bartabac and LadyAddict [fNA] normalized per 1,000 words

I	75 (7.12)
Me	3 (0.28)
My/Myself	17 (1.61)
Mine	0 (0.00)
We	3 (0.28)
Our	0 (0.00)
Us	0 (0.00)
Total	98 (9.30)

With a frequency of 9.30 per 1,000 words, self-mentions are an essential metadiscourse marker of interpersonality within this category, indicating the constant presence of the author. The most repeated indicator of the author’s presence is the first-person singular pronoun, considered the most conventional and also powerful resource for achieving self-representation (Hyland, 2005, p. 53). The plural form of the pronoun appears as exclusive when referring to the writer and her working team, likely as an acknowledge of others’ responsibility in the development of the blog too, as this example shows:

12) *we* are already in PFW, so follow me on my stories, [Bartabac, fNA]

When analysing engagement markers, results change slightly, as seen in Table 6:

Table 6: Engagement markers in Bartabac and LadyAddict [fNA] normalized per 1,000 words

You	17 (1.61)
Your/Yourself	3 (0.28)
Questions	3 (0.28)
Imperatives	2 (0.20)
Modals	1 (0.09)
We (inclusive)	6 (0.57)
Our	0 (0.00)
Us	1 (0.09)
Total	33 (3.13)

Engagement markers are more infrequent compared to self-mentions in these two blogs and the figures are more split between the different types of indicators, its use still being crucial to achieve a successful interaction with the reader. Plenty of different forms of engagement can be encountered, and second-person pronouns are still the most frequent indicator, as exemplified below:

13) I hope *you* like the photos and I send *you* a big kiss! [Bartabac, fNA]

14) *You* know I’m not very fan of black items, [Bartabac, fNA]

15) I’ll be on my way to Milan for Fashion Week, I’ll tell *you*! [Bartabac, fNA]

Apart from this usual device, there are questions that can be rhetorical (see example 16 below) or not (example 16), due that blogs normally include a comment section where readers are able to express their opinions, turning this genre into a real interactional medium (Vettorel, 2005, p. 43).

16) the winter (by the way, when it ends? [Bartabac, fNA]

17) I like the result. What do *you* think? [Bartabac, fNA]

The second-person plural inclusive pronoun has two different functions in the case of these fashion blogs: on the one hand, the writer separates herself from her readers and uses these pronouns to exclusively talk about common experiences to which all readers can identify (see example 18), a connotation of impersonality. On the other hand, she also uses the inclusive pronoun to refer to her followers and include her as a writer as well (see example 19 below).

18) ...super copyable, easy, practical and cool if *we* wear it with good accessories.
[Bartabac, fNA]

19) And without realizing it, *we* have already said goodbye to ten years together...
[LadyAddict, fNA]

Finally, in addition to the previous engagement markers another indicator worth mentioning but outside the scope of engaging devices is the recurrent use of effusive greetings and farewells as previous examples reflect (see 6, 11 and 13 above), probably employed as a means to appeal more readers with kind and dynamic manners.

Bartabac and LadyAddict are the blogs that most faithfully achieve a full interaction with the reader, comprehending both discourse and hypertextual elements such as links, photographs or intertextuality. A multimodal analysis of these devices has consciously been left out of the section since it was out of the scope of this linguistic approach.

3.1.3. Conclusions regarding non-academic blogs

While the reader is presented as an impersonal and less relevant entity in Mumandsons, it seems to have an active role in the two fashion blogs, where authors directly address readers through linguistic devices such as rhetorical questions or asides, but most importantly by indicating how they have actively influenced their writing, as the example below indicates:

20) Many times you write to ask me for ideas for very warm looks. [fNA]

Here, the writer is exploring an engagement with the reader that goes beyond the text, a relationship that could only be fully understood after taking a look on the comments left by readers in the entries providing feedback and even on the author's private messages, a paradigm that is outside the scope of this research. Due that almost any person with Internet access can post comments on a blog post section, writers tend to include lots of engagement markers, together with some extra-textual elements so to make the blog more appealing to them. To this respect, Myers (2010, p. 77) notices that hyperlinks and indexes may be a proper device to attract more audience.

The use of different languages can convey a wide culture and knowledge from the author, but in non-academic contexts it usually aims to portray the author's multiculturalism in order to better connect with the reader, especially when sharing nationality. This strategy can be observed in the samples of Spanish words found in both types of blogs, but the way they are presented reveals that their use is limited to a certain purpose: in the case of Mumandsons, words in Spanish are necessary for describing some food that has no English translation, as demonstrated below:

21) Take a *paella* pan... [ckNA]

Nevertheless, in the fashion blogs authors use Spanish expressions as a greeting or a farewell (see example 6, section 3.1.2.), as a device to better connect with their Spanish readers and also to acknowledge their multiculturalism.

Bartabac and LadyAddict could be looked upon as more personal blogs than Mumandsons, establishing a stronger relation with the reader, who is omnipresent throughout the text as if each post was a personal message exclusively addressed to him or her. In contrast, although presenting more engagement markers, the cooking blog appears as less personal mainly because of its purpose, which is to teach Spanish recipes. To fulfil this aim, the author simply provides a brief background of the recipe, a list of ingredients needed and a description of the procedure, normally accompanied by a picture of the final result.

Despite the fact that the presence of the reader is relatively frequent in both fields, in the case of *Mumandsons* this seems to be due to field conventions, while in the fashion blogs mentioning readers is a source for engagement. Similarly, we cannot neglect the importance of non-verbal metadiscourse signals such as italics or font size that, according to Herrando (2010, p. 260), act as a guide for the reader throughout the text highlighting some important parts (see example 7, section 3.1.2). In non-academic blogs, these signals are quite frequent and much more common in the fashion blogs, but newly excluded from this analysis.

3.2. Academic blogs

The results of discourse analysis in the two academic blogs have been discussed following the same procedure that the one employed with the non-academic ones. Generally speaking, academic blogs tend to be more impersonal and similar to research papers, as discussed in the Introduction. Then, there may be fewer self-mentions, as authors are more reluctant to use the first person in academic writing (Swales, 2018, p. 22), and also fewer engagement markers than in non-academic blogs. Since the two academic blogs belong to different disciplines – biology (section 3.2.1) and psychology (section 3.2.2.) –, they probably present distinctive features.

3.2.1. Biology blog: Zamorano

The style in the biology blog is clearly academic, as proven by the representative presence of features such as the reiteration of discourse markers (see examples 22, 23 and 24 below), the considerable amount of nominalisations (example 25) and the lexis, avoiding contractions and rigorously respecting syntax (Swales et al., 2018).

22) *Therefore*, one experiences drier time periods and heavier as well as lasting rains.

[biA]

23) *Thus*, experts are selected to spend a few days at the site... [biA]

24) *In addition*, it also does not include... [biA]

25) The *new climate conditions* [...] are mainly due to the accumulation of greenhouse gases in the atmosphere. [biA]

Moreover, it could be assured that the two entries in this corpus follow an academic, conventional style, accordant to the field of study. However, there are no references to other authors because the posts are more similar to environmental reports, exclusively focused on the conclusions reached by the experts from the research project. The entries, divided into several paragraphs, are organised according to the structure of academic texts, especially the second one that follows the Introduction-Methods-Results-Conclusion structure (Swales, 2018, p. 285). Referring to intertextuality issues, Table 7 provides the data collected after analysing the frequency of self-mentions.

Table 7: Self-mentions in Zamorano [biA] normalized per 1,000 words

I	0 (0.00)
Me	0 (0.00)
My/Myself	0 (0.00)
Mine	0 (0.00)
We	0 (0.00)
Our	0 (0.00)
Us	0 (0.00)
Total	0 (0.00)

Table 7 presents the complete absence of self-reference in the biology blog, an indicator of how the author tries to distance from his text and also from the reader, as an attempt to achieve impersonality and objectivity. But apart from the first person singular and the exclusive first person plural, there are other methods to make the author visible in a text, for example, adjectives expressing the author’s view. To certain extent, evaluative language is an indicator of self-representation (Swales et al, 2018, p. 242) because the writer provides his or her critical opinion, and in Zamorano evaluative adjectives are a small contribution adding personality to the text, as the following extract proves:

26) The site was *truly extraordinary* in the sense that it is one of the few places where animals do not associate humans with danger. [biA]

Table 8 comprises the results obtained after analysing the presence of self-mentions in the blog.

Table 8: Engagement markers in Zamorano [biA] normalized per 1,000 words

You	0 (0.00)
Your/Yourself	0 (0.00)
Questions	4 (0.35)
Imperatives	0 (0.00)
Modals	0 (0.00)
We (inclusive)	1 (0.09)
Our	1 (0.09)
Us	1 (0.09)
Total	7 (0.62)

The situation changes when regarding the reader’s presence in the text that, although not being much relatable, is more frequent than self-mentions. The appearance of questions is meaningful, and they turn out to be a crucial element in the blog as reflected in the title of the first blog entry: ‘How much carbon is stored in our forests?’. However, such questions are not expected to be answered by readers in the comment section, but along the article by researchers, as explained in the following extract:

27) Each researcher tried to answer the following questions for their focal group: Are there species that are new to science? Are there endangered species? Are there a lot of species? [biA]

Clearly, these questions have a scientific and research function, serving as mere informative points to readers, whereas the one in the title contrarily serves the purpose of arising the reader's interest by including a second-person plural possessive form referring to both the author and the readers.

Considering the use of personal pronouns, second-person singular pronouns cannot be found, but there are some instances of the inclusive second-person plural, evoking certain presence of the reader in the text. The title of the first post presents an inclusive *we* as commented in the previous paragraph, a source for attracting readers together with the question mark. There is only one more context in which the inclusive plural appears, exemplified below:

28) *We* can tell from maps and satellite imagery where there are forests, but the maps do not tell *us* how diverse or important those forests are. [biA]

In this case, the second-person pronouns include both author and reader displaying interpersonality, but it is unclear whether they are a generalisation or not, an issue that is deeply treated in the Conclusions of this project. In general, Zamorano is a clear example of an academic and scientific text due the scarcity of self-mentions and engagement markers.

3.2.2. Psychology blog: Aboutmybrain

Aboutmybrain is a blog written by a neuroscience expert working on the development of new psychological techniques for leadership. At first sight, some of the academic blog features appearing are its subject, register and length, but also the inclusion of research quotations to show authority together with the bibliography at the end. Despite of this, there is a shift in the middle of the entry where the author acquires a more personal tone, as it will be commented later.

Starting with the results analysis, Table 9 collects the frequency of self-mentions in the blog.

Table 9. Self-mentions in Aboutmybrain [psA] normalized per 1,000 words

I	0 (0.00)
Me	0 (0.00)
My/Myself	1 (0.09)
Mine	0 (0.00)
We	0 (0.00)
Our	0 (0.00)
Us	0 (0.00)
Total	1 (0.09)

Not surprisingly, there is a lack of first-person singular pronouns and also of exclusive plurals, with one exception: the form *my* appears in a reference from the About my Brain Institute. Being this the case, this possessive article should not be considered a self-mention, however, it turns to be equally included in the name of the blog, Aboutmybrain, so it becomes a clear source of interpersonality.

In Table 10, engagement markers offer a much more different prospect.

Table 10. Engagement markers in Aboutmybrain [psA] normalized per 1,000 words

You	15 (1.38)
Your/Yourself	17 (1.57)
Questions	1 (0.09)
Imperatives	8 (0.74)
Modals	3 (0.28)
We (inclusive)	11 (1.01)
Our	6 (0.55)
Us	3 (0.28)
Total	64 (5.90)

Contrary to the tokens found on self-mentions, there is a wide range of engagement markers – with a frequency of 5.90, they are much more frequent than the figures expected from an academic text. This situation is probably due to the main purpose of the text, that is providing readers with advice for increasing awareness; then, it is more common to come across indicators of interpersonality.

Second-person singular pronouns appear all over the second half of the post, a section that is introduced and separated from the previous one by the following paragraph in capital letters:

29) CONSIDER THESE TIPS TO INCREASE YOUR OWN AWARENESS, AND BY EXTENSION, IMPROVE INTERACTIONS IN YOUR PERSONAL AND PROFESSIONAL SPHERES. [psA]

These words are an indicator of how the reader becomes the protagonist of the text, and also serve as a conclusion to the first part, in which the author simply exposes new findings on the topic, then set into practice throughout the second half. It is comprehensible that a meaningful number of second-person singular pronouns appears to give advice to the reader, like in samples 30 and 31:

30) Seeking feedback is a great first step, but *you* also have to be willing to listen to it. [psA]

31) By increasing *your* mindfulness, *you* increase *your* awareness, [psA]

Another effective way of providing advice is through directives, and in this second section there are plenty of examples. While in some cases the author softens the meaning by using modal verbs (see sample 32 below), in others she employs the imperative form, mainly in the titles of the different tips she proposes (see samples 33 & 34):

32) Your leadership journey *should* be open to change [psA]

33) *Seek* feedback from others [psA]

34) *Set* a positive example [psA]

However, a fact to take into consideration concerning directives is that modals may also appear as hedges, which happens almost exclusively in the first part of the text (see examples 35 & 36). The presence of these modals functioning as softeners of discourse is very common in academic texts.

35) The demands of leadership in today's working environment *can* lead to increased job stress. [psA]

36) There are so many expectations that leaders *may* not pay attention... [psA]

Although in an indirect way, the author also includes herself by using the second-person inclusive plural, both to indicate universal acceptances or as a substitute of the pronoun *you*, but like in other cases (see example 28 [biA], section 3.2.1), it seems difficult to tell whether she refers to her blogging community or generalises. Extract 37 exemplifies this situation:

37) *We* feel more comfortable when *we* can control little aspects of our life. [psA]

Just like every medical discipline, the field of psychology usually focuses on providing different kinds of support to readers, which is likely the reason why writers tend to be more pragmatic, proposing solutions to the readers' problems instead of just presenting information (Herrando, 2010, p. 264). Taking this into consideration, it is acceptable to encounter more second-person pronouns and other engagement devices in this discipline since, as stated by Herrando (2010, p. 264), "readers are frequently addressed and included as discourse participants".

3.2.3. Conclusions regarding academic blogs

One of the features that the two blogs have in common in terms of interpersonality is the almost total absence of first-person pronouns, a connotation of impersonality and a recurrent feature in academic texts. Nevertheless, when considering engagement markers, plenty of differences can be found between the two blogs, starting with the use of second-person singular pronouns: whereas the form *you* and its varieties does not appear in the biology blog, it is very common along the Aboutmybrain blog entry, as exemplified above in samples 30 and 31 [psA]. This could be due to the fact that this second blog's purpose is to provide readers with psychological advice, trying to connect with them, unlike the blog about biology or environment only exposes facts and research. Moreover, as argued in *Constructing Interpersonality* (Lafuente-Millán et al., 2010, p. 19), the relation author-reader in texts is widely defined by its genre, which justifies this phenomenon.

The inclusivity of the reader through the *we* pronoun (see examples 28 [biA] and 37 [psA]) can be studied in two different ways within academic contexts. The first view is that the author includes, not only the reader, but also anyone that could possibly share his or her concerns and ideas, and then, it would be a source to create awareness or give advice. The other view is that the writer is addressing the members of his or her same community or discipline to appeal to their comprehension which, according to Luzón (2010, p. 301), could be a good way to engage readers by appealing to common knowledge. Within this second view, there is a possibility of addressing exclusively the blogging community, but this seems more proper to non-academic blogs. Nevertheless, in the psychology blog it seems more likely that the author refers to the reader community by using *we* instead of using it as a generalisation, as illustrated below:

38) The “Golden Rule” states that *we* should treat others as *we* wish to be treated.

[psA]

Conclusively, although both academic blogs attempt to adapt to academic conventions and are normally written by researchers, the biology blog seems to better fit in the definition of academic text. Zamorano creates an impersonal view, more appropriate to the conventions of the discipline, while the psychology blog works in a less conventional way. In contrast, considering that both samples belong to the same electronic genre aiming to connect with readers, texts should not be looked upon as simply academic texts, but within the context of blogging. Then, although Zamorano shares more features of a research article, it is the post in Aboutmybrain the one that better fits the generic and disciplinary expectations of weblogs indicated by Myers (2010).

3.3. Contrastive results

The following section is oriented to compare the results obtained from academic blogs with the ones obtained from non-academic blogs. For this purpose, results based on textual evidence from both blog groups have been contrasted in Tables 11 and 12 below.

Table 11 exposes the number of tokens and frequency of self-mentions and engagement markers per blog or field. The last row presents the total number and frequency of interactional resources per category by summing both self-mentions and engagement markers.

Table 11. Number and frequency (per 1,000 words) of self-mentions and engagement markers per category

	Mumandsons [ckNA]	Bartabac and LadyAddict [fNA]	Zamorano [biA]	Aboutmybrain [psA]
Self-mentions	9 (0.81)	98 (9.30)	0 (0.00)	1 (0.09)
Engagement markers	92 (8.35)	33 (3.13)	7 (0.62)	64 (5.90)
<i>Total</i>	<i>101 (9.17)</i>	<i>131 (12.43)</i>	<i>7 (0.62)</i>	<i>65 (5.99)</i>

Textual evidence clearly exposes how interpersonal devices are more frequent in non-academic blogs – [ckNA] and [fNA] – than in academic ones – [biA] and [psA] –, although this view also depends on academic discipline. For instance, in the psychology blog more engagement markers can be found than in the biology blog because Aboutmybrain’s main aim is to help readers overcome an obstacle rather than to merely expose data, as commented in section 3.2.2.

The fact that the fashion blogs have less engagement markers than self-mentions, even compared with the academic psychology blog, is probably due to its purpose, merely commenting on new clothing. Besides, despite not being so frequent, engagement markers in Bartabac and LadyAddict are the strongest ones, directly asking for the reader’s opinion (see example 17 in section 3.1.2).

Table 12 of this subsection below contains the sum of the results deriving from the three non-academic blogs firstly, then from the two academic ones in order to globally contrast the frequency of interpersonality markers within the two categories. The main purpose of this table is to conclude whether these findings vary depending on degree of formality, and also to compare the frequency of interactional devices so to prove whether self-mentions or engagement markers abound more.

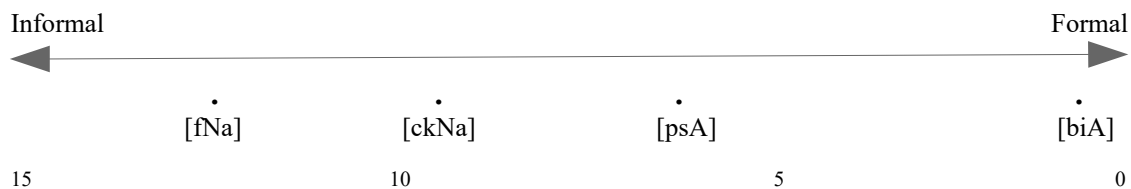
Table 12: Number and frequency (per 1,000 words) of self-mentions and engagement markers in academic and non-academic blogs

Non-academic blogs: [ckNA] [fNA] Mumandsons/Bartabac/LadyAddict		Academic blogs: [biA] [psA] Zamorano/Aboutmybrain	
SM – 107 (4.96)	EM – 125 (5.80)	SM – 1 (0.05)	EM – 71 (3.20)
<i>Total – 232 (10.76)</i>		<i>Total – 72 (3.25)</i>	

As it can be observed, engagement markers are more frequent than self-mentions in both academic and non-academic blogs, this difference being much more notable in academic settings. This could point out that writers prefer not to involve with their writing, but to address readers as active participants, aiming to present their blogs as more appealing. In the informal blogs, readers seem to be primary in the text (see examples 1-5 [ckNA] and 13-17 [fNA], section 3.1.), while in the academic blogs the presence of the reader does not seem to play such a crucial role according to the evidence studied.

The following scheme, tagged as Graph 1, provides a more visual interpretation of the data compiled in Tables 11 and 12. In this graph, the frequency of interpersonality per blog, obtained from Table 11, is placed accordingly along a scope that goes from 15 to 0 frequency, this last number an indicator of the total absence of self-mentions and engagement markers. Considering that the more interpersonality frequency the more personal and informal a blog is (Myers, 2010), the four blog categories have been placed within the scope according to the frequency of interactional devices, so to compare which corpus should be considered formal and which informal.

Graph 1. Comparison of self-mentions and engagement markers' frequency per category



After exhaustively examining Tables 11 & 12 and Graph 1, it could be concluded that the frequency of self-mentions and engagement markers is linked to the author's desire to connect with the reader and also to the degree of formality of the text, which highly depends on the expectations of the fields. Therefore, as Graph 1 clearly indicates, interactional devices are more frequent in non-academic informal blogs.

4. Conclusions

The conclusions deriving from the data previously examined in sections 3.1.3, 3.2.3 and 3.3 are presented below, together with some comments on the meaning that this study may have over previous research (section 4.1), then on its limitations and on aspects that could be improved for future research on the topic (section 4.2).

4.1. Meaning of this research

As pointed out in the Introduction, electronic genres are usually more interactive and personal than non-electronic ones, probably because the format and the goals to achieve are different (Herrando, 2014, p. 45). In her study contrasting interpersonality in e-Pops (electronic popularizations) and in medical research articles, Herrando (2010) concludes that there are more marks of engagement in the electronic genre, since authors tend to present their text as easier, “digestible” (p. 212), while those of research articles seem more concerned with conventions and always employ a formal register. She also states that Internet is a synonym for accessibility, yet writers should try to adapt to the necessities of different types of people and not only to those of experts. Her study contributes to the idea that format is likely determining the use of interpersonality indicators, yet it is comprehensible that more self-mentions and engagement markers are encountered in non-electronic genres, especially when referring to an interactive digital genre such as weblogs.

The purpose of blogs could be indirectly reflected in the linguistic choice, for instance, in the use of the second-person pronoun and, more specifically, the inclusive *we*. In three of the blogs analysed in this research, the inclusive *we* was unclear in more than one occasion, raising the question of whether bloggers preferred to use it as an overgeneralisation or as referring exclusively to the author and his or her blogging community. Despite not being known for certain in most cases – as examples 18 and 19 [fNA], 28 [biA] and 37 [psA] illustrate –, being this second possibility the

one chosen by writers, the author's purpose when using the inclusive *we* is to establish a stronger relationship with readers by forming a community with sharing interests. This small-scale research contributes to the belief that this is why bloggers prefer to address a general reader – or “audience-in-the-text”, as Myers proclaimed (2010, p. 77).

Another conclusion that can be drawn from this study is the role of language, and more concretely the role of ELF. The fact that the authors are not writing in their first language may be reflected in aspects such as lexical choices in their mother tongue or grammatical and spelling “deviant uses” – as coined by Seidlhofer (2005) –, that are not included in this study but that appear exclusively in the non-academic blogs. Then, even though some ELF features can be observed within the different texts, none of them could be directly associated with the presence of interpersonality. The results do not convey that the fact that writers are ELF users determines in any way their usage of self-mentions and engagement markers.

4.2. Limitations and future research

Undoubtedly, the major limitation of this research is the size of the corpora. Despite the fact that they are varied and represent accepted samples of each discipline – in most cases, they follow the conventions expected from both genre and field –, they might not be enough to generalise the reached conclusions. Apart from this, the number of words selected per blog is not 1,000 raw in any of the cases, but an approximation to this number, as mentioned in section 2.1. To compensate this, the frequency of interpersonality devices has been calculated in relation to the total amount of words selected per blog, then it represents the exact frequency and not an approximation.

Another possible limitation is the usage of the ELF paradigm, which may consider the obtained results as valid only in the case of ELF users. Despite being a study on a very specific context – that is, the use of interpersonality devices in blogs by Spanish ELF users –, the fact that the results coincide with the conclusions reached in other studies on different contexts may indicate

that there can be some extrapolation of the ELF paradigm to a more general one. As mentioned in the previous section 4.1, results on interpersonality do not seem to be affected by the linguistic ELF context, but by other variables such as genre, field and purpose. Nevertheless, nothing can be taken for granted until a contrastive analysis between the production of English native-speakers and ELF users has been conducted. Even so, this study can be useful for future research on the usage of English by non-native speakers in electronic genres.

Apart from self-mentions and engagement markers, there are other, less visible ways to engage the reader or to display the author's presence in a text. These other indicators of engagement belong to two possible groups: textual and extra-textual indicators. Evaluative adjectives are considered textual indicators by many authors (Swales, 2018) because they are a means to include the reader, the same as certain types of conjunctions that contribute to guide the reader throughout the text. Hyland (2005) provides an example of the usage of temporal indicators as a guidance in the description of a recipe, where the conjunction *first* establishes that the reader is "a participant in the discourse, recognizing his or her need for explicit signalling of links in the argument" (p. 42). Other example of textual engagement devices is the use of textual alteration, mainly for indicating emphasis or to offer a more conversational style, as seen in examples 7-11 [fNA], section 3.1.2. Extra-textual features that can be considered intertextuality devices are hyperlinks, attached photographs and users' comments, among others. According to Herrando (2014), hyperlinks or hypertexts offer the reader the possibility to obtain more information or views about the subject that is being treated in a blog entry, and then, also to jump from one place to another in a discontinuous way, proper from electronic genres (p. 43). Without doubt, these indicators are also meaningful to study the engagement mechanism and operators of electronic genres, but they are out of the scope of this project whose main aim is to conduct research on textual forms of interpersonality.

It is true that the scope of this project may be regarded as limited due to all of the reasons given above, but it still offers a modest contribution both to the field of ELF usage and to blogging. These two recent phenomena are crucial in the study of linguistic change and development of the English language, to which Luzón (2018) has contributed, among other researchers. Withal, more investigation needs to be practised particularly on ELF, whose usage is becoming more meaningful within the international paradigm, a phenomenon that will continue expanding thanks to electronic and digital genres. Keeping this in mind, it is important to reconsider that research on these two areas will likely contribute to the future usage, not only of ELF, but also of English language on the Internet, as well as to computer-mediated discourse analysis.

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6. Appendix

Appendix 1 (Hyland, 2005, p. 30)

Metadiscourse in academic disciplines per 1,000 words (% of total)

Category	Biology		Astrophysics		Applied Linguistics		Marketing	
Transitions	11.3	(18.8)	14.2	(23.7)	11.1	(18.1)	13.8	(18.7)
Frame markers	5.2	(8.6)	3.0	(5.0)	4.7	(7.6)	6.6	(9.0)
Endophoric markers	4.6	(7.7)	6.2	(10.4)	2.5	(4.1)	3.2	(4.4)
Evidentials	9.8	(16.2)	9.4	(15.5)	4.5	(7.3)	5.9	(8.0)
Code glosses	9.3	(15.4)	5.3	(8.8)	7.4	(12.1)	7.1	(9.6)
Interactive	40.2	(66.7)	38.1	(63.4)	30.2	(49.2)	36.6	(49.7)
Hedges	12.2	(20.0)	9.9	(16.5)	15.7	(25.6)	19.9	(27.9)
Boosters	3.5	(5.8)	3.0	(5.0)	4.6	(7.4)	4.2	(5.7)
Attitude markers	1.3	(2.2)	2.3	(3.9)	5.3	(8.8)	5.2	(7.0)
Engagement markers	0.7	(1.2)	1.4	(2.4)	2.5	(4.1)	3.3	(4.5)
Self mention	2.4	(4.0)	5.3	(8.9)	2.9	(4.8)	4.4	(6.0)
Interactional	20.1	(33.2)	21.9	(36.7)	31.0	(50.7)	37.0	(50.2)
Totals	60.3	(100)	60.0	(100)	61.2	(100)	73.6	(100)

Appendix 2 (Herrando, 2010, p. 261)

We	Our	Us
97 (2.4)	95 (2.3)	9 (0.2)

Appendix 3 (Herrando, 2010, p. 262)

Imperatives	Asides	Inclusive we
5 (0.1)	165 (4.04)	1 (0.02)

Appendix 4 (Herrando, 2010, p. 264)

<i>I</i>	<i>My</i>	<i>We</i>	<i>Us</i>	<i>Our</i>
10 (0.6)	8 (0.4)	2 (0.1)	2 (0.1)	8 (0.4)

Appendix 5 (Herrando, 2010, p. 267)

<i>You</i>	<i>Your</i>	Imperatives	Questions	Asides	Printing Signals	Punctuation Signals
51 (2.8)	17 (0.09)	27 (1.5)	27 (1.5)	122 (6.7)	67 (3.7)	177 (9.8)

Appendix 6 (Herrando, 2010, p. 270)

	RAs	E-Pops
Inclusive we	1 (0.02)	0
You/your	0	68 (3.8)
Questions	0	27 (1.5)
Imperatives	5 (0.1)	27 (1.5)
Asides	165 (4.04)	122 (6.7)
Total	171 (4.16)	244 (13.5)
Non-verbal metadiscourse markers	0	244 (13.4)

Appendix 7 (Luzón, 2010, p. 304)

Indicators of affectivity	Corpus A (PhD students)	Corpus B (non-tenured lecturers)	Corpus C (tenured lecturers)
1. Expression of emotions			
1.1. Conventional expressions	21/ 13.46	21/ 11.41	12/ 5.24
1.2. Parenthetical metadiscursive cues	6/ 3.84	20/ 10.86	16/ 6.98
1.3. Emoticons	13/ 8.33	12/ 6.52	8/ 3.49
1.4. Acronyms	5/ 3.2	16/ 8.6	13/ 5.67
<i>Total (emotions)</i>	<i>45/28.83</i>	<i>49/37.39</i>	<i>49/21.38</i>
2. Humour			
2.1. Joking and bantering	10/ 6.4	5/ 2.71	6/ 2.62
2.2. Irony and sarcasm	0	13/ 7.06	13/ 5.67
<i>Total (humour)</i>	<i>10/6.4</i>	<i>18/9.76</i>	<i>19/8.29</i>
3. Self-disclosure			
3.1. Personal	18/ 11.53	13/ 7.06	0
3.2. Work progress	10/ 6.4	6/ 3.26	5/ 2.18
3.3. Personal/ topic	3/ 1.92	10/ 5.43	21/ 9.17
3.4. Academic activities	4/ 2.56	9/ 4.89	8/ 3.49
<i>Total (self-disclosure)</i>	<i>45/22.41</i>	<i>38/20.64</i>	<i>34/14.84</i>
Total	92/ 58.9	127/ 69.02	102/ 44,54

Table 13. Metadiscourse results table and global results

INTERACTIONAL METADISCOURSE	TOTAL→	Blog 1: Mumandsons [ckNA]		Blog 2: Bariabac/LadyAddict [fNA]		Blog 3: Zamorano [biA]		Blog 4: Aboutmybrain [psA]		TOTAL (per 4,000 words)	
		9	(0.81)	98	(9.30)	0	(0.00)	1	(0.09)	108	(2.47)
a. SELF-MENTIONS											
First-person pronouns	I	4	(0.36)	75	(7.12)	0	(0.00)	0	(0.00)	79	(1.81)
Singular	Me	1	(0.09)	3	(0.28)	0	(0.00)	0	(0.00)	4	(0.09)
	My/Myself	2	(0.18)	17	(1.61)	0	(0.00)	1	(0.09)	20	(0.46)
	Mine	0	(0.00)	0	(0.00)	0	(0.00)	0	(0.00)	0	(0.00)
Exclusive plural	We	1	(0.09)	3	(0.28)	0	(0.00)	0	(0.00)	4	(0.09)
	Our	1	(0.09)	0	(0.00)	0	(0.00)	0	(0.00)	1	(0.02)
	Us	0	(0.00)	0	(0.00)	0	(0.00)	0	(0.00)	0	(0.00)
b. ENGAGEMENT MARKERS											
	TOTAL→	92	(8.35)	33	(3.13)	7	(0.62)	64	(5.90)	196	(4.48)
Second-person pronouns	You	24*	(2.18)	17	(1.61)	0	(0.00)	15	(1.38)	56	(1.31)
	Your/ Yourself	0	(0.00)	3	(0.28)	0	(0.00)	17	(1.57)	20	(0.47)
Questions		0	(0.00)	3	(0.28)	4	(0.35)	1	(0.09)	8	(0.19)
Directives	Imperatives	61	(5.55)	2	(0.20)	0	(0.00)	8	(0.74)	71	(1.66)
	Modals	7	(0.64)	1	(0.09)	0	(0.00)	3	(0.28)	11	(0.26)
Inclusive plural	We	0	(0.00)	6	(0.57)	1	(0.09)	11	(1.01)	18	(0.42)
	Our	0	(0.00)	0	(0.00)	1	(0.09)	6	(0.55)	7	(0.16)
	Us	0	(0.00)	1	(0.09)	1	(0.09)	3	(0.28)	5	(0.12)
TOTAL PER BLOG		101	(9.16)	131	(12.43)	7	(0.62)	65	(5.99)	304	(6.95)

*One of the "you" pronouns in this blog is syntactically a "your", probably there was a spelling mistake. I have included it in this category because the difference is not meaningful for the aim of the study.

Appendix 8. Survey

1. Which do you think is the main **purpose** of your blog?
2. Which type of audience is your blog preferably **addressed to**?
3. To what extent do you think that your **readers contribute** to the contents you post in the blog (comments, feedback, number of visits)? Select one:
 - A lot
 - A few
 - None
2. Which is approximately your **level of English**? Select one:
 - Proficient (C2)
 - Advanced (C1)
 - Intermediate (B1, B2)
 - Basic (A1, A2)
4. Do you think the **register** (tone) you use in your blog is adequate regarding its genre? Explain whether there is something you could change in order to better adequate your register to the context the blog.
5. **Why** have you decided to write your blog in English despite not being your first language?

Appendix 9. Screen captures belonging to the different blogs examined in this study

[ckNA] – Mumandsons – Corpus: 1,102 words



My two eldest boys challenged me to start a cooking blog with simple recipes that we can cook together - and my youngest one has now joined in. I am hoping they pick up some cooking and photography skills... or that at least they learn to design and run a blog.

PLUM TART

These are so simple, and yet so handy when you parents in law decide to come for tea unannounced and you have not bought any cake. All you need is:

- A sheet of puff pastry
- 3 plums
- 8 teaspoons of brown sugar
- one egg

Preheat the oven at 200 degrees. Cut the puff pastry in 8 squares. Cut two 'L's inside each square alongside the borders. Flip each 'cut border' to the other side. Beat an egg and paint the borders of the pastry. Cut the plums in slices and arrange them inside each square. Sprinkle a teaspoon of brown sugar on top of each tart. Bake for 20 minutes (watch them carefully as they burn easily... as you can see with one of them in the picture!)



BUY HERE OUR BOOK: MADE IN SPAIN



Instagram
mumandsonsanddaughters

Popular Posts

LEMON POSSET
This is simplicity itself. You only need 500ml cream (most recipes call for double cream but we do this with single cream and it is light.

[fNA] – Bartabac – Corpus: 1,054 words



CALL ME

Tuesday, February 26, 2019 - London

With this dress was love at first sight. Really, I fell in love with its super original cut and its pattern, and until I got it I did not stop, because I knew it was totally my style. Also, I think that with these boots it is perfect! Although I took it out for the [...]



[VIEW MORE](#)

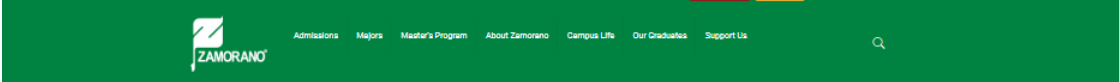


THE COAT!


Sunday, February 24, 2019 - France

This look, which is very simple and I can repeat approximately 2,670 times during the winter changing the coat, is one of my favorites for the coldest days. I use it super cozy, easy, practical and cool if we wear it with good accessories such as good quality boots or a nice bag, that's why [...]





How Much Carbon Is Stored in Our Forests?



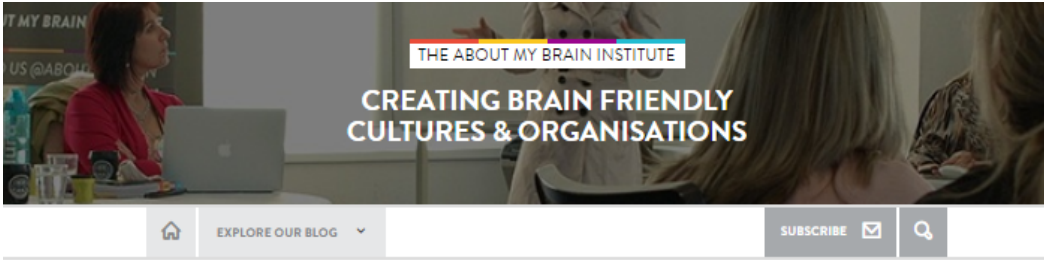
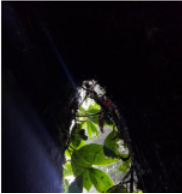
*Author: Juan Carlos Flores Lopez, Ph.D.
Associate Professor and Head of the Forestry Unit
Environment and Development Department*

The new climate conditions, manifested in rain and temperature variations, are mainly due to the accumulation of greenhouse gases in the atmosphere. These gases have increased the atmospheric temperature and consequently modified climate patterns worldwide. In tropical regions, this is manifested in extreme patterns during the beginning and end of dry and rainy seasons. Therefore, one experiences drier time periods and heavier as well as lasting rains.

One of the gases that cause this global warming is carbon dioxide (CO₂). This gas is produced mainly by the burning of fossil fuels such as gasoline and diesel, as well as by the burning of organic matter. In tropical countries, forest fires are one of the main causes of CO₂ emissions. According to the Food and Agriculture Organization of the United Nations (FAO), emissions due to changes in forest cover or deforestation can be up to 40% of CO₂ emissions in these countries.

Trees, during their growth, absorb CO₂ from the atmosphere and release oxygen (O₂). According to studies, 1 m² of tree growth means the capture of 0.7 ton of CO₂. This depends on several factors, the density of the wood is one of the main ones. The quantification of CO₂ that a forest can fix during growth and the amount it can store as wood is one of the main fields of study in forest science, mainly in the tropical regions.

ZAMORANO, through the Department of Environment and Development, has conducted different studies to estimate the amount of carbon stored in the forest on campus. In 2015, the student Diego Gudiel determined the first equation to calculate the aerial biomass in the *Pinus occidenalis* forests in the Yonaura Valley. In 2016, this equation was complemented by the student Auribal Ariza applying this equation to underground biomass (roots).



5 Strategies To Increase Your Awareness

March 05, 2019 • Silvia Damiano

Awareness is the ability to perceive and become conscious of one's inner world while still taking notice of external surroundings. Leaders who learn to pay attention, observe others, and understand their strengths and weaknesses can influence how they respond to others--and how others respond to them. Neuroscience has shown that awareness emerges when information travels between several different brain areas.¹

