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Distribution Patterns of Stance Features in English and Russian Conference Presentations

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Introduction

Academic discourse is known as "a privileged form of argument in the modern world, offering a model of rationality and detached reasoning" (Hyland, 2008, p. 2). The latter does not exclude the need to establish contact of the researcher with the audience as well as to generate interest in the discourse or theme being discussed. To express attitude, provide evidence, clarify ideas, and guide receivers' perception of a discourse, presenters, and writers employ numerous devices which we refer to as metadiscourse markers (henceforth MDMs) (Hyland, 2005).

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In this study, which is a part of a research project aimed at describing Russian academic discourse features, we examine how Russian and American speakers create rapport and facilitate dialogues with the audience. More specifically, we investigate frequency of interactional metadiscourse markers in medical academic conference oral presentations (henceforth CPs) and possible (dis)similarities in the use and frequency of MDMs in CPs of American and Russian presenters. We also explore genre variations and contrast our findings on stance features in American academic conference presentations with those in three-minute thesis presentations.

We address two research questions:

RQ1: What are (dis)similarities in the use and frequency of metadiscourse markers in medical conference presentations of American and Russian presenters?
RQ2: What are genre variations of stance features in academic conference presentations and thesis presentations?

Literature Review

Academic Conference Presentation as a Genre

Academic conference presentations as a genre have received less attention than written discourse (Bellozzi, 2014; Carter-Thomas & Rowley-Jolivet, 2003; Charles & Ventola, 2002; Chen, 2011; Yang, 2014) not only due to its dialogic nature (Kaur & Mohamad Ali, 2017) but mostly because collecting spoken corpus is an exceptionally tedious and quite often unrewarding occupation which involves audio or video recording, transcribing, and annotating.

We view a CP as a communicative event taking place in a certain socio-cultural context and performing specific communicative functions (Swales, 1990). As Hyland (2008, p. 3) noted: "… academics don't just produce texts that plausibly represent an external reality. <…> they use language to acknowledge, construct and negotiate social

relations". Although presenters have to adapt their high-density informational content to temporal, technological, and audience constraints, their purpose is not only informative but also rhetorical. And the relationship with physically (or online) present audience is important (Carter-Thomas & Rowley-Jolivet, 2003). CPs are usually well-prepared, and sometimes rehearsed, live events in real-time.

The area of the current research, i.e., patterns and markers of interaction between an addresser (a writer or a speaker) and addressees (readers or listeners), has an over 30-year history and was once defined by Hyland (2008, p. 5) as "a heavily populated area of research". Although the object itself has been referred to with a number of terms (see Hyland, 2008), its focus is always on pragmatic functions of natural discourse and the ways interaction between an author (speaker) and recipients is conducted. Researchers emphasize that in academic discourse the task of an addresser is of a dual character: he (she) has to carry the message and ensure that the message reaches the addressees. The latter may imply that the author adjusts his message thus aligning himself with the audience, and addressees are expected to be involved in the dialogue and respond to the discourse. It is also predominantly accepted that this dialogue between authors/presenters and readers/listeners establishes, on the one hand, significance and ingenuity of the research conducted, utilizing some rhetorical conventions, meeting audience expectations and, on the other hand, possible objections of the audience as well as a certain level of background and professional (special) knowledge. In any case, as Hyland (2008, p. 5) puts it: "All this is done <…> within the broad constraints of disciplinary discourses", thus emphasizing that metadiscourse is culture dependent.

Metadiscourse

Metadiscourse is defined as "writing about writing" (Williams, 1981, p. 40), "communication about communication" (Kopple, 1985, p. 83), and "discourse about discourse" (Hyland, 1998, p. 437). The function of metadiscourse "is essentially evaluative and engaging, expressing solidarity, anticipating objections and responding to an imagined dialogue

with others" (Hyland, 2005, p. 49). The idea behind it is that metadiscourse reveals the way the text is constructed by the two: writer and reader, speaker and listener (see Hyland, 2005, p. 49).

Two different research traditions have been developed to define metadiscourse itself, i.e., integrative (interactive) or broad definition and reflexive or narrow (Ädel, 2006, pp. 167–179; Ebrahimi, 2015). The differences lie in what is viewed fundamental to the category: representatives of integrative approach consider textual interaction to be the most important, while proponents of the reflexive definition consider it to be reflexivity (Ädel & Mauranen, 2010).

In addition to the definitional traditions, there are two practices of retrieving metadiscourse markers: thin or quantitative and thick or qualitative (Ädel & Mauranen, 2010). The first enables to retrieve all occurrences of a pre-defined list of metadiscourse markers (see e.g., in TextInspector), while the "thick" practice premises that words used in some texts as metadiscourse markers can be highly ambiguous and pre-defined lists cannot always be reliable (Vassileva, 1998).

Hyland's model of MDMs comprises two levels of metadiscourse: interactive and interactional. The first guides the reader through the text (Thompson, 2001, p. 58), by organizing discourse in accordance with the writer's anticipation of the reader's knowledge and the assessment of what the reader can recover from the text. Interactive resources include such categories as code glosses, transitional markers, frame markers, endophoric markers, and evidential markers. Interactional resources involve the reader collaboratively in the development of the text (Thompson, 2001, p. 58). Interactional metadiscourse involves the reader in the argument and employs linguistic resources to "comment on and evaluate material" (Hyland, 2005, p. 44). Interactional markers comprise hedges, boosters, attitude markers, engagement markers and self-mentions (Hyland & Zou, 2021).

Hyland (2008) groups interactional macro-functions and their realizations into *stance* and *engagement*. While *stance* refers to the "textual 'voice'" of an author, *engagement* fulfills an alignment function and addresses the ways interlocutors are explicitly recognized by the authors (Hyland, 2008, p. 5). *Stance* markers include hedges, boosters, attitude

markers, and self-mention. *Hedges* are defined as devices which withhold complete commitment to a proposition, allowing information to be presented as an opinion rather than fact (Hyland, 1998) *(possible, might, perhaps). Boosters are* "words such as *clearly, obviously* and *demonstrate,* which allow writers to close down alternatives, head off conflicting views and express their certainty in what they say and solidarity with readers". *Attitude markers* reveal the author's "affective attitude to propositions, conveying surprise, agreement, importance, frustration" and comprise the following groups: attitude verbs (*agree, prefer*), sentence adverbs (*unfortunately, hopefully*), and adjectives (*appropriate, logical, remarkable*). *Self-Mention* refers to the degree of explicit author presence in the text (*I, me, mine, exclusive we, our, ours*) (Hyland, 1998, pp. 108–200; 2005, pp. 52–53).

As it was mentioned earlier, numerous investigations have been conducted to examine English metadiscourse (see the references above), while Russian metadiscourse resources used in academic spoken discourse as well as (dis)similarities of MDMs usage in English and Russian academic spoken genres is a grossly under-researched area. To the best of our knowledge, few studies conducted in the area were mostly focused on developing taxonomy of Russian MDMs (Namsaraev, 1997; Viktorova, 2014, 2016).

Khoutyz (2015) conducted a comparative study of Russian and English MDMs in research articles (RAs) in linguistics and communication theory. The study indicated that English RAs' authors use significantly more reader-inclusive strategies establishing interpersonal connections with readers, while Russian authors endow readers with a much less active role (Khoutyz, 2015).

Methods

In the present study, we employ a corpus-driven approach and focus exclusively on lexical patterns that mark stance. The corpus gives us information about the frequency of MDMs, the ways they are employed, it also demonstrates a comparative cross-section of English and Russian preferences in academic communication. The research is framed by

Hyland's approach to academic interaction and the model of stance which includes four types of MDMs, i.e., boosters, hedges, attitude markers, and self-mention (see Table 3.2). The latter are used "to involve potential readers in the text, to make the writer's views explicit and allow them to respond to the unfolding texts" (Hyland, 2005; Hyland & Tse, 2004).

Analysis

The analysis was conducted in 5 stages and included the following:

Stage A. Data Collection

On stage A, we compiled a corpus of conference presentations (CoConPres) delivered at English and Russian cell therapy conferences (https://www.youtube.com/channel/UC9hkRyvnE_zEWWtSfqJ8EJQ/videos), held in 2015 and 2016 (www.youtube.com on NIH [genome.gov], Cell and Gene Therapy Conference and UniverTV, FutureBiotech, and RusOncoWeb video channels). We specifically selected presentations delivered by native experienced holders of medical degrees in cell therapy with at least 15 years of experience in the area thus providing consistency of the data and domain under study. We also recorded only prepared speeches no shorter than 20–25 minutes.

Before recording live presentations, we talked presenters through aims and procedures of the study, asked them to sign and obtained Recording Consent forms. We also informed participants that we would anonymize the transcripts before anyone receives access to their contributions.

Video and audio recordings were later converted to text files and transcribed according to TEI rules (https://tei-c.org/guidelines/). The total size of the corpus is 43667 tokens: 24097 tokens in English subcorpus and 19570 tokens in Russian subcorpus. It comprises 2110 English and 1127 Russian MDSs. The details of the corpus are presented in Table 3.1.

Table 3.1 Size of CoConPres (min, tokens)

	English	Russian
Pres 1	E 22M 3348 tokens	R 31M 3873 tokens
Pres 2	E 29M 3895 tokens	R 26M 2431 tokens
Pres 3	E 35M 5142 tokens	R 33M 3017 tokens
Pres 4	E 30M 3825 tokens	R 28M 3281 tokens
Pres 5	E 24M 3272 tokens	R 29M 3843 tokens
Pres 6	E 31M 4615 tokens	R 27M 3125 tokens
Total	E 2 hours 51 min 24097 tokens	2 hours 54 min 19570 tokens

Table 3.2 Size of CoConPres moves by language (tokens)

Moves	Size of Eng subcorpus		Average EngCP		Size of Rus subcorpus		Average RusCP	
Introduction	706	2.93%	117	2.91%	390	2.02%	65	2.02%
Literature review	6535	2.2%	1089	27.12%	11956	62.04%	1992	62.04%
Results	14965	62.10%	2494	62.10%	6383	33.12%	1062	33.07%
Conclusion	1891	7.85%	472	11.75%	841	4.36%	140	4.36%
Total	24097	100%	4016	100%	19570	100%	3211	100%

Stage B. Structural Models of CPs

Although as Thompson (2003) put it "speakers very rarely use structuring metadiscourse markers to signal the transition from one section of the presentation to the other" we follow a traditional structural model for scientific conference presentation which includes Introduction, Methods, Results, Conclusion. On Stage B, we analyzed structure patterns of the presentations to define four parts or "moves", i.e., Introduction, Literature Review, Analysis, Results and Conclusion, and the incidence of MDMs in each of them (see Table 3.2). With regard to the length, the conference presentations are heterogeneous within English samples being longer in Results and Conclusion parts while Russian CPs are much longer in Literature Review parts (see average metrics in Table 3.2).

As we can see, Russian CPs are significantly shorter (in tokens) which cannot be explained by systemic differences only, i.e., English analytism vs Russian synthetism. Although a typical Russian sentence in an academic discourse is about 1.5 shorter than an English sentence

(see Solovyev et al., 2018), it cannot be the reason of striking differences in the lengths of average Literature Review (E27.12% vs R 62.04%) and Results (E62.10% vs R33.07%). Russian Analysis and Results are also significantly shorter than Literature Review which may signify that Russian presenters tend to refer to more studies as theoretical and methodological framework of their research than English presenters. We view the differences as culture dependent which does not diminish our aim to find linguistic causes of the findings.

Stage C. Compilation

On Stage C, we compiled a pre-determined MDMs lists which comprise 240 MDMs in English and 114 MDMs in Russian (see Table 3.6 in Appendix) using Hyland (2005) as a source for MDMs in English and Vinogradov (1947) and Viktorova (2016) as sources for MDMs in Russian. To extract MDMs from CoConPres, we searched English and Russian subcorpora for the markers and their frequencies with the help of AntConc (Anthony, 2018). We also classified them into four types: hedges, boosters, attitude markers and self-mention. Below we provide one example of each MDM and refer readers to complete CoConPresRu and CoConPresEn uploaded on Text Analytics lab website (https://kpfu.ru/philology-culture/struktura-instituta/otdelenie-russkoj-i-zarubezhnoj-filologii-imeni/kafedra-inostrannih-yazikov/nil-39intellektualnye-tehnologii-upravleniya/issledovaniya). For copyright purposes, we also jumbled sentences in each move of CPs.

Hedges

CoConPres comprises texts with three types of hedges, i.e., downtoners (*nemnogo (*a little bit*), postarayus (*I will try*), odna iz pervyh rabot (*one of the first works*)*); rounders which are associated with approximators (*primerno (*approximately*), pochti (*almost*), poryadka (*about*)*), and plausibility hedges (*might, may*, *veroyatno (*probably*), navernoye (*maybe*), vozmozhno (*possibly*)*).

E.g. [E3[1]] *there's **a tiny little bit** of nuclear beta-catenin but most of it is absent and we analyzed it that in much more detail in that paper.*

[R44] *kogda mozhno iz prakticheski lyuboy somaticheskoy kletki, to yest' insulinorezistentnoy kletki patsiyent poluchayet kletki, napominayushchiye embrional'nyye stvolovyye kletki, t ye eto predupotentnyye stvolovyye kletki, kotoryye prevrashchayutsya v fakticheski lyubiye tkani kletki. when it is possible, from **almost** any somatic cell, that is, differentiated patient cells to receive cells resembling embryonic stem cells, that is, these are pre-potent stem cells that turn into **virtually** any cell tissue.*

Boosters

We discriminated three types of boosters in CoConPres: intensity markers (*extremely, absolutely, must; ochen (very), imenno (exactly), dolzhen (must)*); extremity markers (*the highest, the greatest; vnaibolshiy (the largest), naimenshiy (the least*); certainty markers (*of course, no doubt, evidently, define, prove, show; konechno (of course), imenno (exactly), na samom dele (in fact), deystvitelno (indeed)*).

Intensity markers are relatively few in conference presentations under study, once used they are profoundly accompanied by hedges:

E.g. [E12] *so now your reporter is telling you how much your therapeutic gene is being expressed now **obviously** you're going to want your reporter not to interfere with your therapeutic gene.*

The most frequent *intensity marker* in English subcorpus is "*only*", used 5–13 times in every CP:

E.g. [14] *I think the mark analysis would be more important where you carefully select you **only** the cells that have all the markers you want for the cells you transplant this was only like a biological read out here.*

Interestingly, the speakers tend not to use *extremity markers* in their presentations. The research findings indicate that they are few and are used in presenting methods implemented by previous researchers.

However, instead of using superlatives the speakers tend to use the word "very".

E.g. [E17] *yeah the ultimate goal probably would be to get differentiation of your whole culture to a degree that you have a* ***very*** *high percentage of cardiomyocytes.*

Certainty markers are relatively frequent.

E.g. [E25] *bodies you get the formation of cardiac fossa ah meaning the cells actually start beating so they form cardiac full side that* ***actually*** *have electrical activity muscle that* ***actually*** *beat.*

[R47] *I tut bezuslovno, biotekhnologi vidyat vozmozhnoye pole dlya sozdaniya biofarmatsevticheskikh sredstv, kotoryye by aktivizirovali krovoobrashcheniye Bezuslovno, osnovnym faktorom, kotoryy predopredelyayet razvitiye krovenosnoy seti vo vzroslom organizme v embrionalnom plotnom periode pokhozhe, no neskol'ko inache. And here,* ***of course****, biotechnologists see a possible field for the creation of biopharmaceuticals that would activate blood circulation.* ***Undoubtedly****, the main factor that determines the development of the circulatory network in an adult organism in the embryonic dense period is similar, but somewhat different.*

Another tendency we observe in CPs is speakers' tendency to resort to clefts to boost the ideas presented.

E.g. [E28] *experiments* ***what we did we cultured*** *the cells as embryo bodies for 12 days and from day 0 2 day 12 we digested with chondroitin sabc we supplied new chondroitin is ABC enzyme every two days* ***to make sure*** *the whatever controlling sulfates are expressed it'll get digested and eliminated continuously macroscopically well actually microscopically but* ***not on a single cell*** *level there was not much of a difference so minus and plus.*

Most of the boosters are used in Results or while juxtapositioning the expected and obtained results.

Another finding is the use of the word "pretty" as an intensity marker. The studies show individual tendencies of certain speakers to use "pretty" in Literature Review and Results.

[E32] *if you look at the correlation you can see that correlation is really* ***pretty darn nice*** *so what you see in vivo right what you see in vivo predicts what you see.*

Attitude markers convey the following meanings: assessment (*acuity, novelty, validity, quality, interestingness*); *effektivniy* (effective), *nedostoverniy* (unreliable); significance (*major, key, significant*); (*osnovnoy* (major), *glavniy* (main), *samiy perviy* (the very first), emotion (*strange, surprisingly, look forward to, gladly, kindly, unfortunately, hopefully*; *udivilo* (surprised), *ogromniy* (enormous), *krasivo* (beautiful)).

E.g.: [E34] *and* ***unfortunately*** *if you're a physician you know that patients tend to have more than one disease.* [E35] *I want to thank you for your attention the work has been done at N University like we said people in the lab [name + surname] did* ***a good amount*** *of this work. Well, first of all,* ***it's not a fairy tale. These are not some fantastic stories****. All this is, all this is happening before our eyes, and the first recorded case of gene therapy was 25 years ago, naturally, logically, for what? To correct a hereditary genetic disease*

Self-mention refers to the degree of explicit author presence in the text (*I, me, mine, exclusive we, our, ours*) (Hyland, 1998, pp. 108–200; 2005, pp. 52–53).

E.g.: [E37] *okay so* ***we*** *made a reporter this is a promoter this is our gene of interest here's* ***our*** *iris and here's* ***our*** *reporter so the expression of this is linked to this okay you can see clearly now that if* ***we*** *use just a reporter we can see the lung tumor if* ***we*** *use this thing* ***we*** *can see the two lung tumors if* ***we*** *use our gene therapy o****ur*** *therapeutic gene alone* ***we*** *don't see anything so that's a perfect control okay.*

[R52] *Nu, tak poluchilos, chto nasha organizatsiya stala vladeltsem patenta na plazmidnuyu konstruktsiyu. No, chto patent dolzhen rabotat, chto yemu lezhat? On dolzhen rabotat poetomu my nachali rabotat s patentom. I vot priblizitelnyye sroki pri tom, chto my malenkaya kompaniya byli. Deneg u nas ne bylo i seychas net, kstati. Well, it so happened that* ***our*** *organization became the owner of a patent for a plasmid construct. And a patent should work, shouldn't it be utilized? It should work, so* ***we*** *started working on*

the patent. And here are the approximate dates given that ***we*** *were a small company.* ***We*** *didn't have any money, and* ***we*** *still don't.*

Stage D. Comparison

Following the "thick" approach (Ädel & Mauranen, 2010), after retrieving possible MDM candidates, we operated by excluding irrelevant ones and processed only those with metadiscursive senses. We also normalized the frequencies of each group of MDMs (boosters, hedges, attitude markers, self-mention) to 1000 tokens thus allowing further cross-language comparison (see Table 3.3).

The findings point to preferences in the ways speakers of different languages use DMDs in their presentations, the ways they construct their professional discourse and dialogues with the audience. We performed a comparative analysis to reveal cross-linguistic differences in MDMs incidence. The chi-square test (chi-squared = 266.42, df = 3, *p*-value <0.0001) indicates statistically significant differences in the two stance features (hedges, attitude markers) used in American and Russian CPs (Table 3.3). As we can see Russian presenters use many more hedges (45.87% vs 19.57%), while American presenters tend to demonstrate their emotions or clarify views (69.19% vs 42.24%). The striking differences which are observed in hedges and attitude markers cannot be accounted for systemic differences of the two languages, but are definitely culture dependent. These are the choice of speakers' perspectives determined mostly by pragmatic reasons. Unexpectedly, the author's presence (7.49% vs 7.90%) and boosters (3.74% vs 3. 99%) are similar in two subcorpora.

Stage D. Distribution

On Stage D, aimed at exploring distribution of stance features in each of the four moves (introduction, method, results, and conclusion) of CPs, we performed a quantitative analysis of the data in each of the move

Table 3.3 MDMs frequency by language

	English MDMs			Russian MDMs		
	Incidence	Per 1000 tokens	%	Incidence	Per 1000 tokens	%
Boosters	79	3.28	3.74%	45	2.30	3.99%
Hedges	413	17.14	19.57%	517	26.42	45.87%
Attitude markers	1460	60.59	69.19%	476	24.32	42.24%
Self-mention	158	6.56	7.49%	89	4.55	7.90%
Total	2110	87.56	100%	1127	57.59	100%

studied (see Tables 3.6, 3.7, and 3.8 in Appendix; Table 3.4, Fig. 3.1, 3.2, 3.3, and 3.4).

MDMs make a bigger share in the discourse of English CPs than in Russian CPs (8.7% vs 5.8%) and the incidence of MDMs in American Literature Reviews (6.3% vs 4.3%) and Analysis (9.7% vs 7.4%) is significantly higher than that of Russian MDMs. The incidence of hedges in American CPs is twice as many (4% vs 2%). There is also a significant predominance of self-mention in American CPs over Russian CPs: 3.1% vs 2%.

As for the moves, Russian Introductions contain many more boosters than American Introductions (1% vs 0.4%), but much fewer hedges in Literature Reviews (1.8% vs 3%). Russian speakers also prefer invigorating their Analysis and Conclusions: boosters comprise 1.7% in Analysis which is nearly twice as many as in American CP Analysis (0.9%) and 4 times more frequent in Conclusions (2.2% vs 0.5%).

The findings visualized in graphs below reveal considerable variations of boosters and hedges distribution in American and Russian presentations. Boosters are much more frequent in Conclusions of Russian CPs while hedges are more numerous in Results of American CPs (see Figs. 3.1 and 3.2).

Attitude markers and Self-mention distribution patterns are similar across Russian and American CPs (see Figs. 3.3 and 3.4).

Stage E. Conference Presentations vs 3-Minute Thesis Presentations

On Stage E, we also performed a comparative analysis on stance features in CPs and 3-minute Thesis presentations (3MTs) using the data from previous studies (Hyland & Zou, 2021). The research indicates significant differences (see Table 3.5): CPs are more heavily hedged and reveal significantly more attitude markers and boosters.

The results of the current research reveal a wide variety of MDMs employed by presenters to express attitude, provide evidence, and

Table 3.4 Distribution of stance features

Moves	MDMs		Boosters		Hedges		Attitude markers		Self-mention	
	Eng	Rus	Eng	Rus	Eng	Rus	Eng	Rus	Eng	Rus
Introduction	79	45	3	4	16	12	10	8	50	21
	11%	11.5%	0.4%	1%	2.2%	3%	1.4%	2%	7%	5%
Methods	413	517	70	72	196	215	42	59	105	171
	6.3%	4.3%	1%	0.6%	3%	1.8%	0.6%	0.5%	1.6%	1.4%
Results	1460	476	146	109	688	148	81	37	545	182
	9.7%	7.4%	0.9%	1.7%	4.6%	2.3%	0.5%	0.6%	3.8%	2.8%
Conclusion	158	89	9	19	61	20	29	20	59	30
	8.3%	10.5%	0.5%	2.2%	3.2%	2.4%	1.5%	2.4%	3.1%	3.5%
Total	2110	1127	228	204	961	395	162	124	759	404
	8.7%	5.8%	0.9%	1%	4%	2%	0.6%	0.6%	3.1%	2%

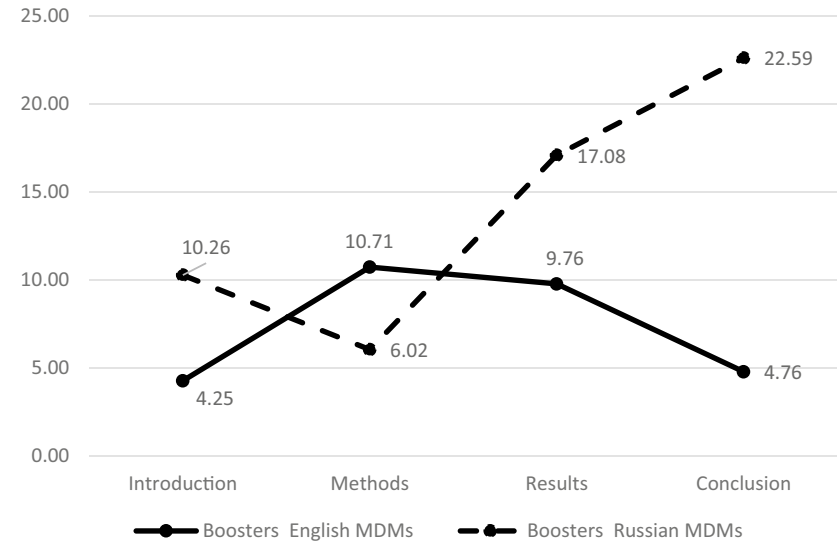

Fig. 3.1 Boosters

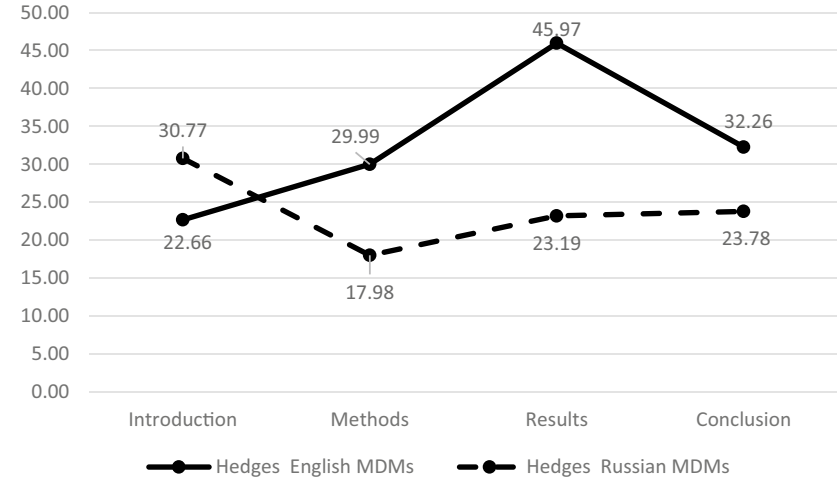

Fig. 3.2 Hedges

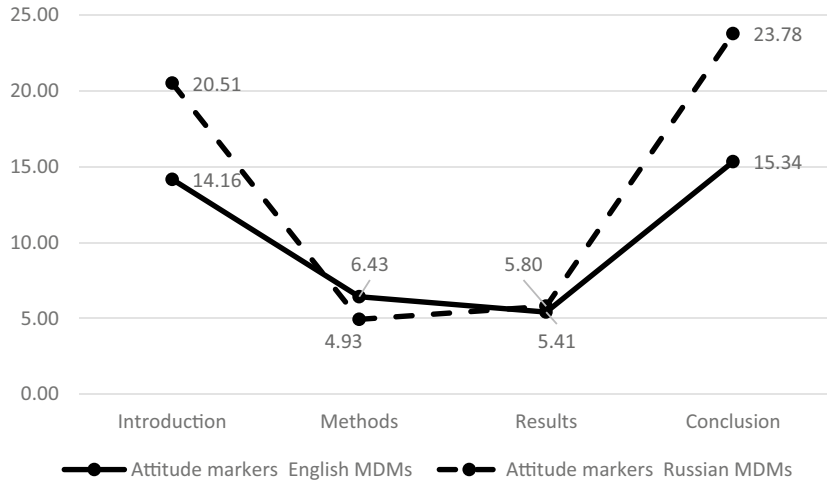

Fig. 3.3 Attitude markers

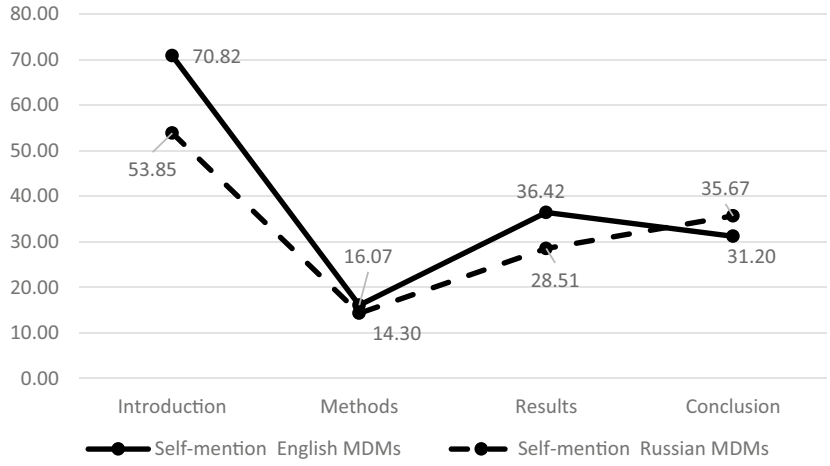

Fig. 3.4 Self-mentions

Table 3.5 Stance features by genre (1000 tokens and %)

	Cell therapy, 20 M^2 CP		Social sciences, 3MT		Hard sciences, 3MT	
	Per 1000 tokens	%	Per 1000 tokens	%	Per 1000 tokens	%
Boosters	3.28	3.74	12.1	17.5	21.8	27.9
Hedges	17.14	19.57	17.0	24.7	23.3	29.9
Attitude markers	60.59	69.19	16.3	23.7	11.5	14.7
Self-mention	6.56	7.49	23.5	34.1	21.5	27.5
Total	87.56	100	68.9	100	78.1	100

connect them with the audience. To mediate social interaction with the audience, presenters resort to lexically diverse and syntactically flexible MDMs which appear at the beginning, in the middle or at the end of a presentation.

Discussion

The analysis showed the prevalence of attitude markers and hedges (see Table 3.4) in conference presentations. However, among the hedges the use of downtoners and plausibility markers are the most frequent. The most frequent adverbs were *probably, basically, not really, fairly (fairly easy, fairly similar; navernyaka* (probably), *prakticheski* (practically), *veroyatno* (virtually) *tak skazat* (so to say). Similar to the findings of Swales (2001) speakers tend to use "thing" instead of "stuff" while in Russian presentations we find both markers, i.e., *vesh* (a thing) and *shtuka* (stuff).

> E.g. [R54] Ya dumayu, chto [Name] vchera narisoval takimi shirokimi mazkami zamechatelnyy gorizont biotekhnologiy. No vot kakaya **shtuka**. Na proshloy nedele sovershenno sluchayno vstretilsya s direktorom biomeditsinskogo klasstera Skolkovo [Name] i on skazal, podelilsya svoim nablyudeniyem s odnim iz zarubezhnykh kolleg on obshchalsya. Eto mysl ne moya, poetomu ya ssylayus na avtora. I think that yesterday [Name] painted with such broad strokes a wonderful horizon of biotechnology. But here's **the thing**. Last week, quite by chance, I met [Name], director of Skolkovo biomedical class, and he said, he shared his observation with

one of his foreign colleagues, he was communicating with. This idea is not mine, so I refer to the author

[R55] i dalshe individualno izuchat tozhe eti amplifikatsiyu, genomnuyu ili transkriptornuyu, i dalshe vot vse te **veshchi**, kotoryye my mozhem s nimi sdelat, v zavisimosti ot nashikh zadachi, mozhem delat

and further, individually, study also these amplifications, genomic or transcriptional, and further here are all the things that we can do with them, depending on our task, we can do

[R56] Vot, yesli vyyavleno, znachit sovershenno konkretnyye **veshchi**, rezultat. Vso, navernoye. Here, if it is revealed, then these are absolutely specific **things**, the result. That is it, probably

[R57] Nekotoryye **veshchi**, kotoryye my delayem v ramkakh (rynochno-tekhnicheskikh) ispytaniy konechno eto poka individualno libo gennaya, libo kletochnaya. Some of the things that we do within the framework of (market-technical) tests, of course, it is still individually either gene or cellular.

Unlike Rowley-Jolivett (2015) who reports on the tendency of using *around* in presentations and *approximately* in papers our research findings indicate American presentations are scarce in approximators. However, speakers tend to use lexical quantifiers, the most frequent of which being *some, a large number of, a huge amount of, a lot of, a little bit: nemnogo* (a little bit), *mnozhestvo* (a number of), *bolshinstvo* (most of).

Interestingly, in Russian presentations, speakers tend to use more approximators *(pochti* (almost), *primerno* (approximately), *poryadka* (around) probably avoiding repetitions with the more precise numerical data on slides.

Another finding confirms a purely conversational way of attitudal evaluation described earlier by Rowley-Jolivett (2015). The latter complements the hypothesis of the spoken mode as the main medium to influence speakers' choices:

[E39] *that again the* ***correlation is pretty darn good*** *with a correlation of point eight and it's a small correction factor that you have to add into this but that's fine to do because it's a very small number that you can easily add*

Comparing conference proceedings and conference presentations, Rowley-Jolivet (2005) notes that the use of syntactic means including pseudoclefts is mode-dependent, i.e., they are frequent in conference presentations and are not used in conference proceedings. Our English subcorpus confirms the findings:

[E40] SABC **however what we did see** that the wind beta-catenin saw the canonical beta-catenin pathway was affected by controlling this ABC digestion and it was affected in a way that was upregulated

[E41] **where we saw a difference was in cardiac markers** so transcription markers early cardiac development transcription factors gather for an NK x 2.5.

The Russian subcorpus, however, registers only one example of a similar case:

[R42] Eto tot mekhanizm s pomoshchyu kotorogo fibrinogen oposreduyet agregatsiyu trombotsitov yesli net fibrinogena to net agregatsii. This is the mechanism by which fibrinogen mediates platelet aggregation if there is no fibrinogen then there is no aggregation

We consider *pseudoclefts* as not only a type of information packaging but also as stance markers and as such can be viewed as a multifunctional discourse marker.

We also determined that the most frequent boosters are *only, very*, and *pretty*, and this finding is consistent with the results of Rowley-Jolivett's study (2015), who reports that their frequency in conference talks is higher than in articles. The most frequent boosters in Russian presentations are *konechno* (of course), *bezuslovno* (by all means), *imenno* (exactly), *deystvitelno* (indeed), *na samom dele* (really).

Similar to Hyland & Zou (2021), Carter-Thomas & Rowley-Jolivett (2020), and Yang (2020), we also found evidence of a higher frequency

of stance markers than in three-minute presentations. The fact can be explained by much less time constraints than in three-minute thesis presentations.

Regarding the limitations of this study: a larger corpus of CPs needs to be collected to enable us to generalize the findings and address the problem of genre and discipline differences of stance features in Russian CPs.

Conclusion

In this study, we made an attempt to outline main similarities and differences between English and Russian stance markers used by conference presenters and thus contributing to delimitation of conceptual foundation of the field.

We observed that CPs in both languages are heavily stance laden, thus confirming a considerable role of MDMs in CPs. We identified numerous similarities between English and Russian CPs: a prevailed use of self-mention and hedges in both languages, similar distribution of self-mention and attitude markers across CPs; in Self-Mention inclusive "we" is more frequent than "I" in both languages.

However, the findings showed numerous cultural variations in the use of stance features: the American CPs are more heavily hedged in the Research and Conclusion part. The Russian CPs have equal ratio of hedges in Results and Conclusion parts. Russian writers prefer using many more boosters in Conclusion than English presenters.

Notes

1. We mark all the examples from CoConPres with a corresponding letter (E for English and R for Russian) and number.
2. M stands for minutes.

Appendix

See Tables (3.6, 3.7, and 3.8).

Table 3.6 Stance features by language

	English[a]	Russian
Boosters	Very; exactly; must; the largest; the least; of course; exactly; in fact; indeed	Ochen[b]; imenno; dolzhen; naibolshiy; naimenshiy; konechno; imenno; na samom dele; deystvitelno
Hedges	A little bit; I will try; one of the works; approximately; about; probably; maybe; possibly	Nemnogo; postarayus; odna iz pervyh rabot; primerno; pochti; poryadka; Veroyatno; navernoye; vozmozhno
Attitude markers	Effective; unreliable; major; main; the very first; surprised; enormous; beautiful	Effektivniy nedostoverniy osnovnoy glavniy samiy perviy; udivilo; ogromniy; krasivo
Self-mention	I; me; my, mine; we; our, ours	Ya; menya, mne; moy; my; nash

[a]For readers' convenience we included into the Table only bilingual (English-Russian) equivalents

[b]Russian metadiscourse markers are equivalents of the English MDM on the left

Table 3.7 Metadiscourse markers in English presentations

	Boosters	Hedges	Attitude markers	Self-mention
Introduction	Really	Some, Bit, little bit, variety, various	Thank you, look forward to, interesting, kindly, pleasure	I, we, my, me, our
Literature review	Very, Extremely, Of course, illustrates, essentially, directly, obviously, certainly, approved, conventional, key (factor, thing), really, showed, clear, direct	Can, some, basically, could, suppose, think, allows, kind of, maybe, major, multiple, majority, may, a bunch of, a lot of, over, potential, partial, thing, bit, seems, probably, permissive, something, variety, perhaps, seem, enabling	Better, Interesting, good, effective (6), rather, massive, best, preferentially, wrong, worse, strong	We, I, Our, my

(continued)

Table 3.7 (continued)

	Boosters	Hedges	Attitude markers	Self-mention
Analysis	Very, really, shows, obviously, certainly, directly, clear, completely, illustrates, sure, truly, clearly, completely, entirely, essentially, indeed, direct, confident, illustrate, essential	Can, thing, some, like, different, other, would, able, little, you know, may, think, should, could, more than, about, seem, something, a lot, many, fairly, probably, suppose, maybe, multiple, potentially, appears, average, basically, mainly, normally, suggest, supposed, commonly, common, mainly, statistically, standard	Good, low, important, high, better, higher, importantly, interestingly, interest	We, I, our
Conclusion	Certainly, clearly, standardized, clear, indeed, sure, very	Can, various, other, different, many, more than, could, basically, should, possibly, likely, thought, allowed, multiple, potentially, probably, think, I would say, possibly, may, maybe	Thank you, good, standardized, lovely, acknowledge, high, hard, acknowledgment, huge	I, we, my, our, us

Table 3.8 Metadiscourse markers in Russian presentations

	Boosters	Hedges	Attitude markersn	Self-mention
Introduction	Dolzhna, konechno Must, of course	Odin iz, neskolko, mnogo One of, several, a lot of	Uvazhaemiye, spasibo, uvazhayemiye, vypala chest, blagodaryu Dear, thank you, dear, it is an honor, thank you,	YA, menya, mne, nash, nas, Me, me, me, our, us
Literature review	Dolzhen, konechno, bezuslovno, yestestvenno, gorazdo yestestvenno, znachitelno, pokazal, tochniy, fakticheski, znachitelniy, chetko, ochevidny, neposredstvenno, illyustriruet, stoprotsentny, printsipialno, dokazali Should, of course, by all means, naturally, immensely, essential, significantly, showed, exact, in fact, significant, clearly, obvious, directly, illustrates, one hundred percent, fundamentally, proved	Mozhno, dovolno, mozhem, primerno, bolshe, drugikh, raznyye, v obshchem, meneye, okolo, vozmozhno, voobshche, govoryat, skazhem, prakticheski, (grubo, chestno) govorya, nebolshoy, tak nazyvayemyy, po vsey vidimosti,chastichno, preimushchestvenno, nemalo, nemnozhechko, statisticheski, neskolko, standart, You can, rather, we can, about, more, others, different, in general, less, about, possibly, in general, they say, say, practically, (roughly, to be honest) speaking, small, so-called, apparently, partially, mainly, a lot, a little, statistically, a little, standard	Vazhno, luchshiy,plokhoy, osnovnoy, interesuyushchiy, interesno, slozhnyy, effektivnyy, effektivnos, znachimyy, idealnyy, uluchshayet, khoroshiy, khudshiy, Important, best, poor, main, interesting, interesting, difficult, effective, efficiency, significant, perfect, improves, good, worst	My, nash, ya We, our, me

(continued)

Table 3.8 (continued)

	Boosters	Hedges	Attitude markersn	Self-mention
Analysis-results	Sovershenno, sushchestvenno, imenno, sootvetstvenno, vidno, dostoverno, vsegda, dolzhny, yestestvenno, nikogda, na samom dele, podcherkivayu, dokazyvali, podtverdili, proillyustriruyu, absolyutno, dostovernoye, sobstvenno, dostatochno, odnoznachno, deystvitelno, isklyuchitelno Absolutely, essential, namely, respectively, it can be seen, reliably, always, should, naturally, never, in fact, I emphasize, proved, confirmed, I will illustrate, absolutely, reliable, actually, enough, uniquely, indeed, exclusively	Mozhno, neskolko, bolshe, drugiye, primerno, nebolsho), vozmozhno, nekotoryye, poryadka, kazhetsya, podobnyye, prakticheski, v printsipe, bolshinstvo, vozmozhnyy, mnogiye, neskolkikh, veroyatno, po krayney mere, Can, several, more, others, about, small, possibly, some, order, it seems, like, practically, in principle, most, possible, many, several, probably, at least	Vazhno, interesnyy, khoroshiy, znachitelnyy, bolshoy, Important, interesting, good, significant, large	My, ya, nash We, me, our

	Boosters	Hedges	Attitude markersn	Self-mention
Conclusion	Na samom dele, konechno, obyazatelno, trebuyet, absolyutno, odnoznachno, naglyadno, nastoyatelno, fakticheski, uverena, razumeyetsya, demonstriruyet, In fact, of course, necessarily, requires, absolutely, unambiguously, clearly, strongly, in fact, sure, of course, demonstrates	Mozhet odin iz preparatov, mozhno, khochu, vozmozhen, skazhem, nivelirovat, navernoye, po vsey vidimosti, po krayney mere, dumayu, Maybe, one of the drugs, it is possible, I want, it is possible, say, to level, probably, most likely, at least, I think	Spasibo, blagodaryu, rekomendovat, khorosho, soglashus, luchshiy, interesnyy, Thank you, I am grateful, recommend, good, agree, best, interesting	My, nash, ya, moy We, our, me, mine

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