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ENDOPHORIC MARKERS IN ESP TEXTBOOKS

Metadiscourse is an important element in writing scientific papers and as such it should be included in ESP courses and/or academic writing courses in higher education. The paper explores one type of metadiscourse markers – endophoric markers, in order to determine their usage in ESP textbooks. Endophoric markers present a segment of a writing skill that facilitates comprehension and supports arguments by referring to earlier propositional material or by anticipating the material that is to come. The aim of the paper is to present the number and examples of endophoric markers that can be found in three selected ESP textbooks and to compare them to the usage of these markers reported in studies on textbooks, as well as on several other forms of academic writing. The results will show that the usage of endophoric markers in ESP textbooks is not comparable to their usage in other forms of academic writing, and that the authors of future ESP textbooks should place more emphasis on this metadiscourse element.

Keywords: metadiscourse, endophoric markers, ESP textbooks, texts, writing skill

1. Introduction

A course material can be defined as a textbook providing the core material for a course. It aims to provide as much as possible in one book and is designed to serve as the only book during a course (Tomlinson 1998: ix). It can also be defined as an organized and pre-packaged set of teaching and learning material (Hutchinson and Torres 1994: 328) that presents a universal element in learning a foreign language. Today, textbooks are an unavoidable element in language teaching courses, offering a variety of texts, exercises and approaches to facilitate learners and teachers during the learning process. ESP textbooks are not only a curriculum genre with a specific classroom-based discourse; they are also likely to contain textual features and conventions related to their disciplinary community (Hyland 1999: 4). Students see ESP textbooks as embodiments of the knowledge of their disciplines; hence, they need to be representative in all aspects, including metadiscourse elements. The knowledge of metadiscourse allows making rhetorical relations more logical and argumentation more convincing. It provides the authors with the tool to express or withhold their personal attitudes, the expressions to refer to information sources, graphs and tables, as well as the means to build a re-

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lationship with the reader and makes the reading easier to follow (Blagojević 2005; Mauranen 1993).

The courses in academic writing, with the specific references to metadiscourse, are thus a must in tertiary education. Instructions on the usage of metadiscourse and its application in writing should provide students with adequate tools for building an academic career and presenting their work to the rest of their discourse community. To deliver this knowledge, ESP textbooks, being the "providers of input into classroom lessons in the form of texts, activities, explanations, and so on" (Hutchinson, Torres 1994: 315), should equip students with adequate material for learning metadiscourse and for enhancing their writing competence.

This paper tries to establish how one type of metadiscourse markers, namely endophoric markers, is included in ESP textbooks for tertiary education. Three ESP textbooks will be included in the analysis, and the usage of these markers will be compared to their number in other coursebooks (Hyland 1999; Bondi 2010). The aim of this paper is to compare the number of endophoric markers found in the selected ESP textbooks for tertiary education with their number in other forms of academic writing. The paper will present quantitative and qualitative data as a possible direction for regarding this element as an important one in ESP courses. The occurrences of endophoric markers will be compared to their number in textbooks from other studies, as well as to other forms of academic writing, as guidance to writing some future ESP textbook.

2. *Metadiscourse and endophoric markers: some theoretical considerations*

Metadiscourse is defined as a discourse about discourse, as expressions referring to the author's linguistic manifestations in the text. Its function is to describe the text and guide the reader through it. Hyland defines metadiscourse as "the cover term for self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community" (Hyland 2005: 37). The authors use metadiscourse expressions to help readers in organizing, classifying, interpreting, evaluating and reacting to the information (i.e. propositional material) presented in the text (Vande Kopple 1985: 83), and hence the metadiscourse has become the key to a successful communication between the writer(s) and the reader(s). As Mauranen states, "it is not surprising it [metadiscourse] has interested scholars, because it manifests a fundamental feature of natural language: the capacity of talking about itself" (Mauranen 2007: S4).

Studies have researched the use of metadiscourse expressions in textbooks (Crismore 1989; Hyland 2000, Bondi 2010), dissertations (Hyland 2004; Swales 1990), annual corporative reports (Hyland 1998), oral and written conference presentations (Luukka 1994), textbook and research article introductions (Bondi 2010), etc. Metadiscourse expressions are found in many

languages, and they also present systematic variations when used in different genres, different cultures, in speech and writing, by learners and native speakers, and in different disciplines (Mauranen 2007: S4). The studies also refer that the usage of metadiscourse varies in different languages. Metadiscourse is used more in English than in Slovene (Pisanski Peterlin 2005), German (Clyne 1987), Polish (Duszak 1994), Finnish (Mauranen 1993), or Serbian (Blagojević 2005; Bogdanović, Mirović 2013; Mirović, Bogdanović 2013). Mirović and Bogdanović (2013) point out that the Master degree studies students, when writing in Serbian, use metadiscourse only occasionally. Studies also report the lack of metadiscourse elements with Serbian authors writing scientific papers in English (Blagojević 2005; Bogdanović, Mirović 2013), and that is the reason why this topic needs to be introduced into classes.

Two approaches on metadiscourse have been widely accepted in the studies dealing with this topic. The one is known as the integral[2] approach and it observes metadiscourse in a wider sense, including not only expressions for text organization (e.g. *in the following section, the paper concludes*) but modal expressions (e.g. *you might observe, you can see that*) as well. This approach is considered to be quantitative, since examples of metadiscourse are usually counted, compared, and not analyzed in detail. The main representative of the integral approach today is Ken Hyland (2005, 2010).

The other approach, known as the non-integrative or reflexive, treats metadiscourse in a narrower sense, excluding modal expressions as a means of communication between the writer(s) and the reader(s). It is a qualitative approach, where examples are found in texts and only relevant ones are further analyzed in their context. The main representative of this approach is Anna Mauranen (1993, 2007).

The occurrence of metadiscourse in ESP textbooks in this paper has been analyzed following the integral approach. The selected examples are quantitatively presented and analyzed as groups rather than individually. Examples are provided only as a support to the argumentation. The occurrences are classified following the Hyland's (1999, 2010) distinction into interactive and interactional categories. The model is presented in Table 1.

Category	Function	Examples / signals
Interactive expressions	help to guide reader through text	Resources
Transitions	express relations between main clauses	*in addition, but, thus, and*
Frame markers	refer to discourse acts, sequences or stages	*finally, to conclude, my purpose is*
Endophoric markers	refer to information in other parts of the text	*noted above, see Fig., in section 2*

2 This is the accepted and the most commonly used term, though terms *integrative* (Mauranen 1993; Adel and Mauranen 2010) and *interactive* (Adel 2010) can also be found in literature.

Evidentials	refer to information from other texts	*according to X, Y 1990, Z states*
Code glosses	elaborate propositional meanings	*namely, e.g., such as, in other words*
Interactional expressions	involve the reader in the argument	Resources
Hedges	withhold commitment and open dialogue	*might, perhaps, possible, about*
Boosters	emphasize certainty or close dialogue	*in fact, definitely, it is clear that*
Attitude markers	express writer's attitude to proposition	*unfortunately, I agree, surprisingly*
Engagement markers	explicitly build relationship with reader	*consider, note that, you can see that*
Self mentions	explicit reference to author(s)	*I, we, my, our*

Table 1. Metadiscourse schema for academic texts (Hyland 1999:7)

Endophoric markers, as it can be read in Table 1, refer to information in other parts of the text, e.g. *in the following section, as stated in Introduction, as already observed*, etc. They make previous/subsequent material salient, so it is available to the reader in their path to recover the author's meanings. These expressions facilitate comprehension and support arguments by referring to earlier material or by anticipating the material that is to come. They can also help the writer to steer readers to a preferred interpretation or reading of the discourse. Common expressions include, for example, *see Fig. 1, in the next section, as noted above.*

Endophoric markers are needed and utilized in the writing of books and research articles since they direct the reader towards facts, theories, methods and research results stated in some other parts of the text. They provide support to the argument in order to convince the readers of the argument validity. Chen (2011) investigated the usage of endophoric markers in literature reviews in Doctoral dissertations, and concluded that their number is not really large, but it still constitutes an important segment of writing. Heng and Tan (2010) analysed the use of metadiscourse types in two different corpora of written essays, and their results show that endophoric markers have a very low frequency of use due to the length of essays and use of a smaller number of citations. Hyland (1999), in his research on metadiscourse, investigated the use of endophoric markers in textbooks and in research articles, finding them more in the former pieces of writing. His research on introductory coursebooks (2010) concluded that endophoric markers were used less for referring to graphs and tables, while used more for pointing to explanatory material and relating claims. He also found differences in using endophoric markers in

relation to the discipline for which the textbook is intended. Bondi (2010) analysed 10 introductory chapters of economics textbooks, identifying phraseological patterns and argumentation in the genre. Typically, studies on metadiscourse include general considerations (Hyland, Tse 2004; Ilie 2004; Jones 2011) rather than specific metadiscourse type, and one can find studies related to a metadiscourse type, like boosters (Behnam, Mirzapour 2012) or hedges (Crismore, Vande Kopple 1997) rather than endophoric markers, though they all agree that each individual metadiscourse type deserves a certain attention in relation to the genre and discourse of a piece of academic writing.

3. *Corpora*

The research in this paper is based on three textbooks: *Oxford English for Electronics* by Eric Glendinning and John McEwan (1993), *English in Architecture* by Edita Čavić (1997) and *English in Transport and Traffic Engineering* by Gordana Dimković-Telebaković (2009). All three textbooks are designed for intermediate level university students of ESP with very good knowledge of general English and adequate knowledge of their respective professional topics.

The textbook *Oxford English for Electronics* presents an interesting ESP teaching material due to the fact that it separates two types of reading material entitled *Tuning-in/Reading* and *Technical reading*. The textbook is described as an intermediate course intended for students of Electronics in universities, colleges, and technical schools, as well as for technicians and engineers. The publisher stresses the fact that there are thirty units containing authentic reading and listening passages from a wide variety of sources, covering a large range of topics, and aiming to develop all four skills through a series of tasks that encourage students to combine their knowledge of English with their technical knowledge (Glendinning, McEwan 1993: 210).

There are 23 texts intended for reading in the *Tuning-in/Reading* sections of the textbook and 14 texts in the *Technical reading* sections. Those 23 texts, the *Tuning-in/Reading* texts, belong to two genres, specific texts and general texts. General texts were taken from journals and handbooks. They tend to describe certain technical items, provide explanations on how something functions, and they use style and vocabulary intended for many people to read and understand. Specific texts were taken from scientific books, offering typical metadiscourse expressions and professional glossary, precise data and acronyms, as well as a number of figures and diagrams for visual explanations. The other 14 texts, i.e. the *Technical reading* texts, belong to the specific genre and they all have the same scientific writing style with a lot of passive voice, metadiscourse, precise explanations, accurate data, use of acronyms and specific collocations, and a number of figures and diagrams.

The textbook *English in Architecture* is designed for both students of architecture, as well as for professional architects and civil engineers who want to enhance their abilities in written and oral communications within their discourse community. Texts were taken from diverse sources, and adapted to suit the demands of readers and learners. There are 28 texts that can again be

classified as specific and general texts. Apart from their undoubtedly scientific style, they also use artistic discourse which makes them different from the texts in other two textbooks.

Finally, the textbook *English in Transport and Traffic Engineering* is written primarily for students of transport and traffic engineering, though it can be used by other members of the same discourse community. Material is mainly taken from British and American coursebooks and well-known technical journals. Texts are introduced in their original form, with some adaptations and 'easifications' (a term used by Bhatia 1993: 145), so as to gradually familiarise students with science and technology. This textbook consists of 105 texts covering 19 units, which considerably surpasses the number of texts in other textbooks. In order to adequately compare this textbook to the other two, only the first text from each unit has been included in the analysis, with the exception of the last unit that contains letters and has no texts. Therefore, the paper included only 18 texts from the textbook *English in Transport and Traffic Engineering* into the analysis. These texts belong to two genres: specific and general, and cover topics related to various aspects of traffic and transport engineering.

4. *Endophoric markers – corpus analysis*

As already mentioned, endophoric expressions are a type of metadiscourse used by writers to refer to any information in other part of the text. Table 2 shows the occurrence of endophoric markers in three selected textbooks. In the textbook *Oxford English for Electronics*, markers are divided into two groups, following the distinction between two reading sections found in the textbook itself.

The textbooks are not available in the electronic form; hence the total number of words in all texts or the average number of words per text is not available. However, the methodology presented in this paper relies on the number of occurrences of endophoric markers rather than the percentage of their use in the total number of words. The precise text length is not important for the analysis, and the number of endophoric markers is analysed as a number of representative instances that have to be taught by teachers and learnt by students.

	Oxford English for Electronics (Technical Reading)	*Oxford English for Electronics (Tuning-in/ Reading)*	*English in Architecture*	*English in Transport and Traffic Engineering*
T1	0	0	0	0
T2	0	0	1	1
T3	0	0	0	0
T4	2	0	0	1
T5	2	0	0	0

T6	4	0	0	0
T7	2	0	0	0
T8	5	0	0	0
T9	1	2	0	0
T10	2	0	0	0
T11	6	1	0	0
T12	5	1	0	0
T13	6	0	0	3
T14	3	0	0	0
T15		0	0	0
T16		0	0	1
T17		0	0	0
T18		1	0	2
T19		0	0	
T20		0	0	
T21		1	0	
T22		0	0	
T23		0	0	
T24			0	
T25			0	
T26			1	
T27			3	
T28			3	
Total	**38**	**6**	**8**	**8**

Table 2. Occurrence of endophoric markers in the selected ESP textbooks.

As can be observed from Table 2, the greatest number of endophoric markers is found in *Technical reading* texts of the textbook *Oxford English for Electronics*. There are 38 occurrences in 14 texts, i.e. 2.71 items per text. Only the first three texts do not have any endophoric expressions; all the other texts have between 1 and 6 'devices' (a term used by Hyland 2005). Primarily, these texts contain a great number of figures and a few tables; hence the endophoric markers refer to these figures and tables incorporated in the texts. The most common expressions are *Fig. shows, see Fig.* and *be shown in Fig.*, which was to be expected. The examples are as follows:

(1) The block diagram of a simple remote control system is shown in Fig. 1. (*Electronics*, *Technical reading* T4)
(2) This can be shown in a block diagram (see Fig. 1). (*Electronics*, *Technical reading* T12)
(3) The transmission medium can be free space (ground, space, and sky waves), or the information can be guided between transmitters and receivers using transmission lines cables of various kinds. These include: (*Electronics*, *Technical reading* T13)

On the other hand, in *Tuning-in/Reading* texts of the same textbook, there are only 6 endophoric expressions in 23 texts. These are the same expressions, but they are not used that often due to the fact that these texts do not have the same number of diagrams and figures. There is only one new expression, i.e. one linguistic variation in comparison to other examples, shown in Example (6).

(4) <u>As Fig. 2 shows</u>, the common amplifier is made up of two sections. (*Electronics, Reading* T9)

(5) The sound can be reproduced by spinning the record and using the movement of a metal needle in the groove to produce varying magnetic fields (<u>see Fig. 1</u>). (*Electronics, Reading* T11)

(6) <u>The following instruments</u> are commonly used for the test and repair of electronic circuits. (*Electronics, Reading* T12)

It is interesting to notice that the authors in this textbook do not refer to text sections, but only to figures. There are no markers like *in the previous section, in introduction, in paragraph 3*, and the like. One could conclude that texts are too short for these endophoric markers. However, the only manner to teach students the markers is to include them into textbooks. This could qualify as a shortcoming in the use of endophoric markers, probably occurring as the fault of the textbook authors. It is clear that authors selected only segments from larger papers or book paragraphs, and that they adapted those segments to best suit the students' needs. Nevertheless, on excluding a range of endophoric markers they do not provide students with instruments for better paper organization in their future academic careers.

Quantitatively, there are only a few examples of endophoric markers in two textbooks by Serbian authors. There are only 8 occurrences of these markers per textbook, which is not enough for teaching them to students. This can also qualify as a shortcoming of these textbooks from the aspect of metadiscourse. The textbook *English in Transport and Traffic Engineering*, following the style of the previously analyzed textbook, offers the same endophoric markers: *as shown in Fig. 1, Fig. 1 shows, the following table* and *use Fig. 1*. These are the markers frequently found in other written forms, and hence it is expected they are present more in this textbook. There are two markers that show diversity in the writing style (Examples (7) and (8)), but still they are present only once. In this manner, the textbook does not provide an adequate corpus for students to memorize and utilize endophoric markers as a segment of their writing skill.

(7) The pitfalls of examining simple rates and attributing the differences to engineering factors are <u>further illustrated</u> using insurance data. (*Transport,* T13)

(8) The public Internet (that is, the global network of networks <u>discussed above</u>) is the network that one typically refers to as *the* Internet. (*Transport*, T18)

The frequency of endophoric markers is poor in the textbook *English in Architecture* as well. However, unlike other textbooks, this one at least offers a variety in style when endophoric markers are concerned. There are only 8 instances of these markers, but none of these is present in other two textbooks. If

the teacher using this textbook would draw students' attention towards them, they could become a valuable knowledge in future students' writing. The occurrences of endophoric markers are presented in Examples (9)-(16).

(9)   Although, <u>as has already been stressed</u>, there is no one way of approaching briefing, it always forms the foundation of the design process and constitutes an integral part of this process. (*Architecture*, T2)

(10) <u>Some of the principles </u>to consider when planning a shopping centre <u>follow</u>. (*Architecture*, T26)

(11) They are, <u>as we shall presently see</u>, no less complicated than the rules of composition in music. (*Architecture*, T27)

(12) The architectural design process can be outlined <u>as follows</u>. (*Architecture*, T27)

(13) <u>I would like to talk</u> about this rule of spatial composition in the design process quite independently, since it influences and controls all architectural elements. (*Architecture*, T27)

(14) <u>For the former,</u> it must suffice to direct the reader to the work of Sapir, Whorf and other followers, lest we digress too far afield. (*Architecture*, T28)

(15) <u>For the latter,</u> examples about wherever man names an object or an event. (*Architecture*, T28)

(16) <u>One example will suffice</u>. We may look at our utilitarian attitude toward 'home' and 'house' as manifested in the loss of richness of perceived meaning of the words themselves. (*Architecture*, T28)

However, the fact remains that there are far too little endophoric markers present in this textbook. Most of the texts do not have any example of the marker, i.e. they neglect this aspect in writing. These results are problematic even further if taking into account the fact that the author of this textbook designed it for "students of faculties of architecture, architects and civil engineers who wish to upgrade their skills in written and oral communication within their profession" (Čavić 1997: 250). The textbook refers to certain aspects of writing, but unfortunately, it does not cover all the relevant information on that skill.

It can also be noticed that 7 out of 8 endophoric markers are present in the last three texts of the textbook *English in Architecture*. A detailed analysis reveals that these three texts are probably written by the same author (this cannot be argued with certainty since the textbook does not provide information on text sources). The assumption is that the author of the original texts used the endophoric markers frequently and that the author of the textbook simply included some of them in the texts. If the textbook writer had used more similar texts, or more texts by this author, there would have been more endophoric markers and students would have benefit more. In this case, it remains on the teacher to derive benefits of these texts and offer students this much needed knowledge.

5. *Comparison with other studies*

As already mentioned, this metadiscourse type did not get much attention in studies, and the studies related to the metadiscourse analysis in ESP textbooks could not be found as well. Hyland is the author who dealt a lot with metadiscourse in writing forms. His research, presented in many papers and recapitulated in a book (Hyland 2010), includes quantitative and qualitative analysis of metadiscourse in business discourse, company annual reports, academic research articles, popular science articles and introductory textbooks.

Hyland (1999, 2010) investigated the use of endophoric markers in 21 introductory coursebooks in the research on the "role of university textbooks in students' acquisition of a specialised disciplinary literacy" (Hyland 1999: 3). His conclusion is that transitions, code glosses and endophoric markers are the most used elements of metadiscourse since they explain connections and relations between items during the book reading processes. He found that there were 4.4 endophoric markers per 1000 words in the textbooks included into his research (Hyland 1999: 9-10). When he expanded his study to 56 coursebooks (Hyland 2000 as cited in Hyland 2005: 103), endophoric markers were not among the first three most used expressions, yet they were still present to inform readers on where they are and what is to follow.

Hyland (2010: 105) found that endophoric markers were used in textbooks to refer to explanatory material or to relate to claims previously mentioned in the textbook. They were the main tool to reduce the weight of new propositional material for novices referring to the material already mentioned and explained. These devices were not many in number, but very important for understanding the propositional material. The usage of these markers differs in relation to the discipline. Hence, endophoric markers are rarely present in textbooks dealing with topics in philosophy, sociology and marketing, while they are among the most used metadiscourse types in textbooks on physics, biology, mechanical engineering and electronic engineering. Since the ESP textbooks selected for the analysis in this paper are intended for students studying engineering, it should be important for them to learn these markers. In a detailed analysis, Hyland (2010: 167-8) concluded that endophoric markers constitute 85 percent of metadiscourse usage in science and engineering texts. They are used to refer to visual and verbal information, making the content clearer and helping learners navigate the discourse.

If the usage of endophoric markers is compared in textbooks from Hyland's study (he states a number of 4.4 endophoric markers per 1000 words in textbooks) and the ESP textbooks selected for this analysis, it is evident that only *Technical reading* texts in the textbook *Oxford English for Electronics* can be used for comparison, due to the number of 2.71 devices being used per text. These texts can provide students with examples on how to use markers properly in academic writing. The results in the analysis point out that the endophoric markers should be incorporated more into ESP textbooks in order to provide students with adequate knowledge and improve their writing skill. Text selection when preparing an ESP textbook should be accomplished with

the outmost care, paying attention to a great number of important segments that are to be taught to students, including endophoric expressions as well.

Bondi (2010) analysed metadiscourse markers in 10 introductory chapters of economics textbooks. She analysed markers as elements of larger structures which were used both in the introduction to the chapter and in internal references to other chapters. Her research relied on Mauranen's (1993) model and taxonomy, and could not be completely comparable to this analysis due to different patterns and sequences she investigated. However, it is relevant to notice that she counted 23 examples of locational passive and 15 examples of locational active, i.e. 38 examples of phrases containing endophoric markers (according to Hyland's taxonomy) in 10 introductory textbook chapters. She also investigated those patterns in article introductions and found that number to be significantly higher, concluding that there is a discrepancy between the usage of some types of metadiscourse markers in textbooks and in articles. Her conclusions emphasise that the difference is related to the genre within the discipline of economics, and that textbooks, while introducing the readers-students to the conventions of the discourse community, downtone the argumentative and referential dimension of disciplinary knowledge.

Observing textbooks for themselves provides the information that can be useful to teaching. However, if one compares metadiscourse found in textbooks as the primary teaching material to metadiscourse found in scientific papers or thesis, one can establish what has to be changed in primary educational sources in order for students to be adequately educated to write research articles, Master and Doctoral thesis, or even scientific books one day.

When Hyland (2010) investigated the usage of metadiscourse in Master and Doctoral dissertations, he concluded that the usage of endophoric markers is the lowest in comparison to other metadiscourse type, though students of electrical engineering use them three times more than other students. This should present an implication that endophoric markers should be taught to students and students should be encouraged to use them properly and frequently.

Chen (2011) investigated the usage of endophoric markers in literature reviews in Doctoral dissertations, where they are used to enhance the reader-friendliness of the text and to construct positive politeness by treating readers as equals while the authors refer to the previous research in order to support their statements and their own studies (Chen 2011: 95). He concluded that the average of 3.2% per 100 reporting verbs of endophoric markers is found in both dissertations in humanities and the ones in science. Though this number is not really large, it is not neglecting. Heng and Tan (2010) investigated the use of metadiscourse type in BAWE (British Academic Written Essays) and MU (Malaysian undergraduates) corpora, and concluded that endophoric markers have a very low frequency of use (15.5 occurrences per 10,000 words in BAWE corpus and 10.2 occurrences in MU corpus). Though the analysis of just three ESP textbooks presents only a representative sample, one could compare the lack of endophoric markers in ESP textbooks and a small number of these markers, as well as their linguistic variations, in corpuses like MU corpus or in students' theses (Mirović and Bogdanović 2013).

Bogdanović and Mirović (2013) have investigated the usage of metadiscourse in research articles written by native speakers in English and written by Serbian authors in English. The results suggest that both groups of authors use metadiscourse, though native speakers use it more. The same applies for endophoric markers, where native speakers have 112 markers in five analyzed articles, while Serbian writers used it only 44 times in five analyzed articles (Bogdanović and Mirović 2013: 82). It implies that Serbian authors do not illustrate their argumentation as much, or that they do not refer to other parts of the texts in their organization. This again can be linked to the small number of endophoric markers present in and taught from ESP textbooks in higher education in Serbia. It can also be an important fact to consider while preparing an ESP textbook.

6. Conclusion

Knowledge of text organization, presentation of logical arguments and directions for readers presents a valuable asset to a scientific writer. This knowledge should be a part of tertiary education as the time when a student is to be prepared for an academic career. The courses in academic writing, with the specific references to metadiscourse, should provide instructions on the usage of metadiscourse and its application in writing, since metadiscourse is seen as an adequate writing tool in presenting one's work to the rest of the discourse community.

Endophoric markers, as a metadiscourse type, are an important writing tool for facilitating the comprehension and supporting arguments while referring to earlier material or anticipating the material that is to come. They can help the writer to steer readers to a preferred interpretation or reading of the discourse and hence the authors should observe them as valuable and include them in their pieces of writing.

When students are introduced to endophoric markers, as well as to other types of metadiscourse, they can learn to use them adequately. They have to know when it is appropriate to use endophoric markers and when they should avoid them (learning in comparison to text genre would also be beneficial). Endophoric markers will provide students with the tool to relate to already mentioned information, or the information that is to come. They can also learn to write reader-friendly texts in order to help potential readers understand their text and their argumentation better. Learning the usage and lack of metadiscourse elements can help students improve their own writing skill and sensibility. It can help them organize the text structure better and apply the socially-acceptable patterns of their discourse community. Endophoric elements can assist students in clearer interpretations and relations between text elements, which is important for both students as future authors and students as future readers.

This paper tried to imply that the need for endophoric markers is not parallel to the presentation of these markers in the selected ESP textbooks. Apart from the texts of a special section in one textbook, textbooks have much

too little endophoric markers for students to learn them. They do not provide much linguistic variations in their style, which is also a disadvantage when learning those expressions. If the number of endophoric markers in ESP textbooks is compared to the number of these markers found in dissertations, scientific papers and scientific textbooks, it can be concluded that future academic writers need to learn them by themselves instead of relying on ESP textbooks to teach them.

The analysis in the paper pointed out the fact that ESP textbook authors probably selected only segments from larger papers or book paragraphs, and that they adapted those segments to best suit the students' needs. In the process, they excluded a range of endophoric markers, leaving students without adequate knowledge on instruments for better paper organization in their future academic careers. This could qualify as a shortcoming of the analysed ESP textbooks and a recommendation for future ESP textbook authors to provide more examples of endophoric markers.

Hyland believes textbooks to be "both a pedagogical and a professional genre, representing accepted views while providing a medium for writers to disseminate a vision in their discipline to both experts and novices" (Hyland 2005: 101), in contrary to previous opinions that textbooks are repositories of codified facts and of disciplinary orthodoxy where students can find the tamed and accepted theories of discipline (Hewing 1990; Myers 1992 as cited in Hyland 2005: 101). This presents an additional reason to consider incorporating more endophoric markers into texts in ESP textbooks, so that students could have better knowledge before they begin writing research papers during their academic careers. The benefits would include better academic literacy, leading to better acceptability factor by peer-reviewed journals, and better writing skills whenever needed.

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МАРКЕРИ НАЈАВЕ У УЏБЕНИЦИМА ЕНГЛЕСКОГ ЈЕЗИКА СТРУКЕ

Резиме

Метадискурс је важан елемент приликом писања научних радова и као такав треба да буде укључен у курсеве енглеског језика струке и/или курсеве академског писања у оквиру високог образовања. Овај рад истражује један тип метадискурсних маркера – маркере најаве, како би се одредила њихова употреба у уџбеницима енглеског језика струке. Маркери најаве представљају сегмент вештине писања који олакшава разумевање и помаже аргументацију тако што упућује на претходни пропозициони материјал или наговештава материјал који тек долази. Циљ рада је да представи број и примере маркера најаве који се налазе у три изабрана уџбеника енглеског језика струке, као и да упореди њихову употребу са коришћењем ових маркера представљеним у другим студијама везаним како за уџбенике тако и за друге облике академског писања. Резултати ће показати да употреба маркера најаве у уџбеницима енглеског језика струке не може да се упореди са њиховом употребом у другим облицима академског писања, те да аутори будућих уџбеника енглеског језика струке треба да посвете мало више пажње овом елементу метадискурса.

Кључне речи: метадискурс, маркери најаве, уџбеници енглеског језика струке, текстови, вештина писања