

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|---|--|------|---|--|--|
| Adami, Elisabetta | What's in a click? A social semiotic framework for the multimodal analysis of website interactivity | 2015 | social semiotics, multimodality, interactivity, websites | Interactivity in websites: the two-fold nature of signs and sites for action. A focus on the difference between forms, actions and effects. The use of hypertextuality (hyperlinking) and layout in multimodal web design: visible anchors. Two dimensions are discussed: syntagmatic (within the page) and paradigmatic (optional realization). A correlation is offered with the three Hallidayan metafunctions (ideational, interpersonal and textual) and the interactive value of sites and signs. A case study of two blogs is offered to understand the multimodal composition of these digital practices and how signs/sites for action are inserted and combined with other multimodal elements (like colour). | Adami, Elisabetta. (2015). What's in a click? A social semiotic framework for the multimodal analysis of website interactivity. <i>Visual Communication</i> , 14(2), 133-153. |
| Altahmazi, Thulfiqar. H.M. | Creating realities across languages and modalities: Multimodal recontextualization in the translation of online news reports | 2020 | recontextualization, multimodal translation strategies | The study draws on MCDA and van Dijk's approach to context to explore multimodal translation strategies in a corpus of 30 Arabic and English translated online news reports covering ISIS news. The analysis unveils four multimodal recontextualization strategies: substitution, rearrangement, deletion and addition, which involve some kind of meaning transformation and serve three functions: epistemic fine-tuning, cultural adaptability and normalization of ideological stances. | Altahmazi, Thulfiqar. H. M. (2020). Creating realities across languages and modalities: Multimodal recontextualization in the translation of online news reports. <i>Discourse, Context and Media</i> , 35, 100390. |
| Angouri, Jo | Online communities and communities of practice | 2016 | communities of practice, digital communication | The conceptualization of what constitutes an online community and how it operates is constantly evolving for lay users and scholars. Going beyond definitions that are based on rigid criteria and set categories defined by the researcher (such as gender, age, ethnicity), the current focus on the discursive construction of online communities allows space for members' perceptions to feed into the development of rhetorical frameworks for multilayered research into online groups and the practices of their members. | Angouri, Jo. (2016). Online communities and communities of practice. In Alexandra Georgakopoulou & Tereza Spilioti (Eds.), <i>The Routledge handbook of language and digital communication</i> . (pp.323-338). Routledge. |
| Askehave, Inger & Nielsen, Anne Ellerup | Digital genres: A challenge to traditional genre theory | 2005 | digital genres, genre theory, web-mediated genres, multi-mediatedness, hypertexts, move structure, modal shifts, media genres | Some digital genres (e.g. the homepage) challenge the categorical distinction between genre and medium and, in turn, open up the possibility of an interplay between them. Web-mediated genres seem to call for an upgrade of models of genre analysis that may have to consider the possibility of a two-dimensional framework that incorporates the notion of 'medium' as an integral part of that of 'genre', hence paving the way for 'media genres'. The Swalesian genre model (1990) is taken as a point of departure to make the case that some genres distributed through the WWW are dependent on the affordances of its medium to carry out their purposes, to devise their move structure and to employ certain rhetorical strategies. | Askehave, Inger, & Nielsen, Anne Ellerup. (2005). Digital genres: A challenge to traditional genre theory. <i>Information Technology & People</i> , 18(2), 120-141. |
| Banks, David & Di Martino, Emilia | Introduction: Linguistic and discourse issues in contemporary scientific communication. Aspects of communicating science to a variety of audiences | 2019 | multiple audiences, scientific communication, linguistic approach | Communication between specialists and non-specialists is a cline, ranging from popularization aimed at scientists of other disciplines, to popularization for a relatively uninformed general public, and communication for pedagogical purposes. Scientific language becomes a tool not only for meaning making, but also for making decisions about that meaning, including decisions for future action. Increasingly, some studies today focus on the objective of making scientists effective communicators. However, they do not yet seem to be giving any priority or devoting a significant effort to specifically writing and speaking for the broader public audience, and are happy to leave it to journalists to act as go-betweens in scientific popularization. | Banks, David, & Di Martino, Emilia. (2019). Introduction: Linguistic and discourse issues in contemporary scientific communication. Aspects of communicating science to a variety of audiences. <i>Journal of Pragmatics</i> , 139, 185-189. |
| Barbour, Kim & Marshall, David | The academic online: Constructing persona through the World Wide Web | 2012 | online identity/persona, academic persona, digital communication | The landscape for the contemporary academic has shifted in a virtual way, as it has become in many ways surrounded by online media culture. Due to this, this paper focuses on constructed persona through which academics present versions of their identities to the world. It introduces and explores 5 types of academic persona, which can be described as emerging clusters of types of activity that are identified as particular 'selves': the formal self, the networked self, the comprehensive self, the teaching self and the uncontainable self. This characterization provides a path for understanding how these new constructions of professional academic identity can be both charted and conceived as exemplary for other academics to imagine their online selves. | Barbour, Kim, & Marshall, David. (2012). The academic online: Constructing persona through the world wide web. <i>First Monday</i> , 17(9). |
| Baron, Naomi S. | Know what? How digital technologies undermine learning and remembering | 2021 | digital technologies, learning, memory, cognitive map, GPS | This article considers three domains in which digital technologies potentially affect learning, knowing and remembering. It claims that the use of GPS affects our ability to navigate through space on our own, as it contributes to the reduction of our hippocampus volume (the location of our allocentric navigation), which correlates with cognitive decline. This is related to reading in print versus digitally, as scrolling (unlike page turning) afford no opportunity for creating a cognitive map of the text. Given the rise in the use of digital materials in educational contexts, there is a challenge to harness digital technologies to enhance cognitive activities without allowing them to subvert our brains. | Baron, Naomi S. (2021). Know what? How digital technologies undermine learning and remembering. <i>Journal of Pragmatics</i> , 175, 27-37. |

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| Bartling, Sönke & Sascha, Friesike | <i>Opening science. The evolving guide on how the Internet is changing research, collaboration and scholarly publishing</i> | 2014 | science 2.0, open science, research collaboration, research publication | Science 2.0 refers to all scientific culture, incl. scientific communication, which employs features enabled by Web 2.0 and the Internet. Open Science refers to a scientific culture that is characterized by its openness. Scientists share results almost immediately and with a very wide audience. A relevant question is whether future openness and onliness will set optimal incentives for the creation of knowledge. Much will depend upon whether researchers become the leading force within this transition, or whether they play a passive role driven by other stakeholders of the research process. Three parts in the book: Basics (they cover topics that highlight the overall shift in scientific thinking); Tools (deals with implementations that already work today), and Vision (explains how single aspects of research might develop over the next decade or two.) | Bartling, Sönke & Friesike, Sascha (Eds.). (2014). <i>Opening science: The evolving guide on how the Internet is changing research, collaboration and scholarly publishing</i> . Springer. |
| Bateman, John A. | Multisemiotic artifacts between modes and media | 2021 | multimodality, multisemiotic artifact, semiotic modes, genre, empirical studies | Bateman takes as a starting point Parodi's notion of 'multisemiotic artifacts' as multimodal ensembles that combine resources for particular communicative purposes, and argues that multisemiotic artefacts are an intermediary category between semiotic mode on the one hand and genre and medium on the other. Thus, they appear to provide a useful level of abstraction for engaging in multimodal corpus analysis, because, he argues, they can be positioned "on an instantiation continuum ranging from partially pre-specified uses of existing semiotic resources for particular communicative functions to semiotic modes in their own right." Bateman seeks to facilitate theoretically sound and corpus-based analytical ways to describe which multimodal combinations are deployed that characterize similarities and differences across genres. | Bateman, John A. (2021). Multisemiotic artifacts between modes and media. <i>Revista Signos: Estudios de Lingüística</i> , 54(107), 842-866. |
| Bateman, John A., Thiele, Leandra & Akin, Hande | Explanation videos unravelled: Breaking the waves | 2021 | explanation videos, multimodality, multimodal cohesion, Legitimation Code Theory | This paper focuses on explanation videos and considers how to measure their effectiveness and whether guidelines can be determined empirically for their improvement. For this, it applies a detailed multimodal annotation method via the ELAN software that illustrates the utility of annotation schemes capable of supporting empirical investigation. This is then used to construct a corpus of multimodal cohesive chain diagrams. Since cohesive chains allow for the tracking of the ways core concepts are developed, building appropriate cohesive chains can contribute to the meaning-making process, and thus to the effectiveness of a video for knowledge communication. | Bateman, John A., Thiele, Leandre, & Akin, Haden. (2021). Explanation videos unravelled: Breaking the waves. <i>Journal of Pragmatics</i> , 175, 112-128. |
| Bateman, John A. | Multimodality, where next? - Some meta-methodological considerations | 2022 | multimodality, empirical research, materiality, methodology, empirical studies | There are two supposedly opposed views in multimodal studies: on the one hand the flexibility and openness of multimodal research can be considered a strength, but there is a need to improve the criteria of reliability for it to work in large-scale studies. On the other hand, good theoretical connections should be preserved between specific and general empirical work; if objects of investigation in multimodal studies are restricted it could be prejudicial to the field, as many exploratory research in the field is based on smaller-case studies. It is suggested that no single discipline can provide all answers, and having different disciplines interact makes it possible to import different methods and techniques. The conclusion states that multimodality is not a field per se, but rather a stage of development through which many disciplines naturally pass. | Bateman, John A. (2022). Multimodality, where next?—Some meta-methodological considerations. <i>Multimodality & Society</i> , 2(1), 41-63. |
| Bezemer, Jeff & Kress, Gunther | Writing in multimodal texts: A social semiotic account of designs for learning | 2008 | design, recontextualization, transformation, transduction | Transformation: changes within one mode. Transduction: semiotic material is moved across modes, from one mode (or set of modes) to another mode (or set of modes). Four rhetorical/semiotic principles operating in the process of recontextualisation: selection, arrangement, foregrounding and social repositioning | Bezemer, Jeff, & Kress, Gunther. (2008). Writing in multimodal texts: A social semiotic account of designs for learning. <i>Written Communication</i> , 25(2), 166-195. |
| Beißwenger, Michael & Storrer, Angelika | Corpora of computer-mediated communication genres | 2008 | types of CMC corpus, annotation | The authors provide an overview of different types of CMC corpora and address issues concerning annotation and metadata. They consider four types of corpora: (i) project-related corpora of raw data, (ii) corpora of raw data for general use, (iii) project-related annotated corpora, and (iv) annotated corpora for general use. They address different challenges in the acquisition and documentation of the data, such as data sampling, format of the original data, representation format, capturing hard-coded references (e.g. hyperlinks), capturing implicit references (e.g. cross media), capturing metadata concerning the communication environment, capturing sociological meta-information, and questions concerning research ethics. They also identify some challenges in data editing and annotation and the status of logfiles of synchronous CMC and their value as source material. | Beißwenger, Michael, & Storrer, Angelika. (2008). Corpora of computer-mediated communication. In Anke Lüdeling & Merja Kytö (Eds.), <i>Corpus linguistics: An international handbook</i> . Mouton de Gruyter [Pre-print]. |

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| Belcher, Diane B. | Digital genres: What they are, what they do, and why we | 2023 | digital genres | To explore digital genres, we need both a more intrinsic-features approach informed by macro/micro-structural analysis of forms and their functions and a more extrinsic approach focused on social practices. What appears to be needed conceptually is a more pluralistic view of purpose and audience, and a blurred boundary view of both text and context if we are to understand as genres the phenomena referred to as digital genres. Research also increasingly suggests that digital genres are pulling away from and distinguishing themselves from traditional alphabetic (print-based) genres as their multimodality, hypertextuality, and interactivity alter both form and functionality beyond the usual possibilities of print texts. | Belcher, Diane B. (2023). Digital genres: What they are, what they do, and why we need to better understand them. <i>English for Specific Purposes</i> , 70, 33-43. |
| Bird, S. Elizabeth | The future of journalism in the digital environment | 2009 | journalism, digital environment, participatory journalism, citizen-journalist, media convergence | This article briefly ponders on the future of journalism by addressing the imminent decline in print journalism as the digital environment changes our 'news habits' (293). The boundaries between 'news' and 'entertainment' are being further problematised (with an increasing interest in celebrity gossip, sports news, and sensational human interest stories). Similarly, the news producer and the news audience appear to be converging. The shift to a more democratic potential in this evolving genre of journalism is acknowledged, but this, in turn, seems to be posing a danger for professional journalists that are being replaced by 'citizen journalists' who provide free content but who lack the expertise to report new information. | Bird, S. Elizabeth. (2009). The future of journalism in the digital environment. <i>Journalism</i> , 10(3), 293-295. |
| Bolaños Medina, Alicia, Rodríguez Medina, María Jesús, Bolaños Medina, Lydia & Losada García, Luis | Analysing digital genres: Function and functionality in corporate websites of computer hardware | 2005 | digital genres, corporate websites | The pattern of analysis comprises function, as expressed by images, linguistic markers and functionality. Images: type, content, position and whether it is animated or not. Linguistic markers: colloquialisms, personal pronouns, adjectives. Functionality: hypertext. Images in general and photographs in particular are widely used as an advertising ploy. Imperative and present simple tenses are clearly dominant together with impersonal verbs. Also, high frequency of use of the modal verb "can" and absolute predominance of active voice. The first person plural pronouns ("we" and "us") are, by far, the most widely used. The majority of adjectives appear as premodifiers, highlighting the qualities of products or expressing subjective modality. As far as internal links are concerned, results show that they are rather frequent, mostly composed of text, with a relatively high frequency of text plus image structure. They tend to concentrate in navigation menus at the top of the page and on the left-hand side of the page and constitute noun phrases | Bolaños Medina, Alicia, Rodríguez Medina, María Jesús, Bolaños Medina, Lydia, & Losada García, Luis. (2005). Analysing digital genres: function and functionality in corporate websites of computer hardware. <i>Ibérica</i> , 9, 123-147. |
| Bondi, Marina | Preface | 2015 | knowledge communication, popularization | Knowledge is communicated through language and discourse, and expanding knowledge involves an expansion of one's communicative potential. The ongoing process of democratization of knowledge has also led to an in-depth analysis of popularization. Now, recontextualization, reconceptualizations, transmediation and en-textualization (given the progressively multimodal and cross-media essence of knowledge dissemination) are the bulwarks of effective popularizing. The book offers a multiplicity of discourses (legal, political, economic, institutional, academic, organizational and professional discourses) and perspectives (from conversational analysis and narratology to Functional Linguistics and CADS, Corpus-Assisted Discourse Studies). | Bondi, Marina. (2015). Preface. In Rita Salvi & Janet Bowker (Eds.), <i>The dissemination of contemporary knowledge in English</i> (pp. 7-9). Peter Lang. |
| Bondi, Marina | Try to prove me wrong: Dialogicity and audience involvement in economics blogs | 2018 | dialogicity, blogs, audience engagement, specialised discourse | Blogs as dialogic spaces characterised by intertextuality and participatory nature. A focus on discourse communities around the field of economics with the purpose of disseminating information. Different stylistic approaches of bloggers and different degrees of addressivity and audience design are mentioned. An emphasis on the "authorial voice" of bloggers. The analysis digs into the characteristic features of intertextuality, self-disclosure and reader engagement in posts and how the ensuing debate is prompted. A corpus of four economic blogs is analysed, searching for keywords and concordances. A participant-oriented perspective is argued for in view of the findings. | Bondi, Marina. (2018). Try to prove me wrong: Dialogicity and audience involvement in economics blogs. <i>Discourse, Context and Media</i> , 24, 33-42. |

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|--|---|------|--|---|---|
| Bondi, Marina & Cacchiani, Silvia | Knowledge communication and knowledge dissemination in a digital world (Editorial of special issue) | 2021 | recontextualization, hypermodal analysis, multimodal analysis, identity | Building on linguistic and multimodal knowledge research, a pragmatic approach can identify communication and dissemination strategies, for research, education, and in-formation purposes, which may improve or undermine the transfer of high-quality information to peers and professionals, as well as to different types of lay-audiences in highly asymmetric contexts. Appropriate tools are required for different audiences and the different responses expected: "awareness, enjoyment, interest, opinion-forming, and understanding". The very distinction between expert and non-expert, between specialized communication and public communication, appears to be blurred if not collapsed (Puschmann, 2013, 2015; Androutsopoulos, 2014a) in some digital contexts, often blurring the private and the public dimension of communication as well. Expanding the reflection from multimodal to hyper-modal web-based genre clusters we can investigate the role of simplification and easification, comprehensibility and knowledge enhancement, monoglossic and heteroglossic engagement strategies in reframing communication of domain-specific knowledge to various audiences. | Bondi, Marina, & Cacchiani, Silvia. (2021). Knowledge communication and knowledge dissemination in a digital world. <i>Journal of Pragmatics</i> , 186, 117-123. |
| Crawford Camiciottoli, Belinda & Bonsignori, Victoria | Introduction | 2016 | multimodal literacy, language teaching and learning | This is a brief introduction to an edited volume which originated from a workshop on multimodal perspectives on language teaching and research. It first traces back pioneering studies on proxemics, kinesics, and embodiment in general, all considered as "non-verbal elements" that "reinforce and/or add meaning to verbal expressions". The main purpose of the volume is to explore how to improve the teaching and learning of English by identifying and thus exploiting the multimodal resources deployed in human interactions. | Crawford Camiciottoli, Belinda & Bonsignori, Veronica. (2016). Introduction. In Veronica Bonsignori & Belinda Crawford Camiciottoli (Eds.), <i>Multimodality across communicative settings, discourse domains and genres</i> (pp. 1-11). Cambridge Scholars Publishing. |
| Bou-Franch, Patricia & Garcés-Conejos Blitvich, Pilar | Relational work in multimodal networked interactions on Facebook | 2018 | relational work, multimodality, networked interactions, Facebooks, im/politeness | This paper argues that the notion of Relational Work (RW) needs to be problematized and expanded to account for sociability in the networked interactions afforded by Facebook. Since it is not a digitally-native framework, it cannot deal with the complexity and high multimodality of digitally mediated polylogues in Facebook wall events. It presents a micro-analysis of a Facebook wall event adapting and applying Norris' (2004) methodological framework for analysing multimodal interactions, drawing on the notions of lower and higher-level actions, and frozen actions. Overall, the paper contributes to advancing our knowledge of RW in relation to two major aspects of interaction in online polylogues; the ways in which RW emerges in interaction as a networked practice, and the expansion of RW beyond the realm of the verbal mode. | Bou-Franch, Patricia & Garcés-Conejos Blitvich, Pilar. (2018). Relational work in multimodal networked interactions on Facebook, <i>Internet Pragmatics</i> , 1, 134-160. |
| Bou-Franch, Patricia & Garcés-Conejos Blitvich, Pilar | <i>Analyzing digital discourse: New insights and future directions</i> | 2019 | digital practices, identity construction, social media | Accounts of current trends in digital discourse and up-to-date communicative situations occurring online with a focus on the use of medium affordances. A combination of perspectives and methods to tackle digital interaction and users' semiotic and discursive practices (e.g., computer-mediated communication, ethnography, pragmatics, sociolinguistics, multimodality, pedagogy). Several objects of study are researched: social media (tweets around particular topics, in-group WhatsApp conversations, Facebook group dynamics, and identity construction in LinkedIn), video platforms like Skype, multimodal ensembles like memes, online news texts, forum-like practices like Amazon reviews and digital phenomena like sexting. | Bou-Franch, Patricia & Garcés-Conejos Blitvich, Pilar (Eds.). (2019). <i>Analyzing digital discourse: New insights and future directions</i> . Palgrave MacMillan. |
| Bucchi, Massimiano & Trench, Brian | Science communication research: Themes and challenges (introductory chapter to edited book) | 2015 | science communication | Conceptual review of ten keywords: popularisation; model; deficit; dialogue; engagement; participation; publics; expertise; visible scientists; scientific culture. Challenges for science communication research: Science institutions and actors are diversifying their attitudes and practices, also in the communication domain, which makes it problematic to continue using traditional expressions like scientific community (publics), crisis of mediators (research institutions and actors); reliance on peer-reviewed science as the guarantee of authenticity and validity is unlikely to be effective; collapsing communicative contexts; how society talks about science (researching the cultural contexts of such talk) | Bucchi, Massimiano & Trench, Brian. (2014). Science communication research: Themes and challenges. In Massimiano Bucchi and Brian Trench (Eds.), <i>The Routledge handbook of public communication of science and technology</i> (2nd ed.) (pp. 1-14). Routledge. |

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| Bucchi, Massimiano & Trench, Brian | <i>Introduction to public communication of science - critical concepts in sociology</i> | 2016 | public communication of science | Increasing geographic diversity, increasing multi-authorship and in cross-country studies in the research field of science communication. The once-dominant 'deficit' model of science communication, also remaining in usage, is present here mainly as an object of critical study. Volume 1: theories and models: it includes works that have contributed to defining the field of practice and theory through naming and defining critical concepts. Volume 2: Processes and Practices: it presents works that analyse routines, strategies and relationships in science communication and science reporting. Volume 3: Publics for Science: presents analyses of audiences of science communication, their transformations and their interactions with scientific experts. Volume 4: Media Representations of Science: includes analyses of story-telling and representations of science in public affairs media. | Bucchi, Massimiano & Trench, Brian (Eds.). (2015). <i>Introduction to public communication of science-critical concepts in sociology</i> . Routledge. |
| Calsamiglia, Helena & van Dijk, Teun | Popularization discourse and knowledge about the genome | 2004 | recontextualization, popularization, mass communication media, popularization discourse | Popularization entails explanation, which can take different forms: denomination, metaphor, definition and description. Other explanatory structures can be reformulations and paraphrases, formally marked by relative clauses, appositions, parentheses, dashes, quotes and metalinguistic expressions, or exemplifications. How specialized journalists manage knowledge: what knowledge is presupposed, what knowledge is 'reminded' or actualized and what knowledge is expressed and newly constructed. | Calsamiglia, Helena. & Van Dijk, Teun A. (2004). Popularization discourse and knowledge about the genome. <i>Discourse & Society</i> , 15(4), 369-389. |
| Carter-Thomas, Shirley & Rowley-Jolivet, Elizabeth | Three minute thesis presentations: Recontextualisation strategies in doctoral research | 2020 | recontextualization, three minute thesis presentations, genre analysis, non-specialist audience, audience engagement | The recontextualisation strategies that doctoral students need in order to adapt their research to a non-specialist audience are: 1) strategies to tailor the information (explanatory or illustrative) which involve content selection, terminology, use of scenarios and visual representation; 2) strategies to engage the audience's interest, which include titles, visual impact, personalisations, question, humour and street cred (to create a common framework based on shared cultural values). Clusters of features can be identified which do not vary across the disciplines. | Carter-Thomas, Shirley, & Rowley-Jolivet, Elizabeth. (2020). Three minute thesis presentations: Recontextualisation strategies in doctoral research. <i>Journal of English for Academic Purposes</i> , 48, 100897. |
| Ciprut, Shannon, Curnyn, Caitlin, Davuluri, Meena, Sternberg, Kevan & Loeb, Stacy | Twitter activity associated with U.S. News and World Report reputation scores for urology departments | 2017 | science discourse | There is a correlation between Twitter metrics and USNWR reputation scores (US News and World Report, a reputed leader in university and hospital rankings). Most tweets were about conferences, education and publications, and targeted the general public or the urologic community. The primary reason for Twitter use was visibility and reputation; urologists were considered the most important target audience. | Ciprut, Shannon, Curnyn, Caitlin, Davuluri, Meena, Sternberg, Kevan, & Loeb, Stacy. (2017). Twitter activity associated with US News and World Report reputation scores for urology departments. <i>Urology</i> , 108, 11-16. |
| Compagnone, Antonio | The reconceptualization of academic discourse as a professional practice in the digital age: A critical genre analysis of TED talks | 2015 | recontextualization | The article explores the transformation of academic discourse into a professional practice in TED Talks (discourse analysis; discourse function of pronouns). It emphasizes the shift from traditional academic communication to a more accessible and engaging format. The study scrutinizes how TED Talks serve as a new genre that merges academic and professional communication. It underscores the significance of adapting academic discourse to suit contemporary communication platforms, acknowledging the impact of technology on reshaping scholarly communication into a more inclusive and impactful form (while researchers build up their identity as experts as well as promote their research and scholarship). | Compagnone, Antonio. (2015). The reconceptualization of academic discourse as a professional practice in the digital age: A critical genre analysis of TED Talks. <i>HERMES-Journal of Language and Communication in Business</i> , 54, 49-69. |
| Consonni, Stefania, D'Angelo, Larissa & Anesa, Patrizia | <i>Digital communication and metadiscourse: Changing perspectives in academic genres</i> | 2020 | metadiscourse in digital communication, academic genres | The volume opens with an up-to-date introduction by two of the editors (D'Angelo and Maci) on digital discourse analysis, offering an overview of the development of metadiscourse studies, aligning with Adél in claiming for a turn of metadiscourse toward reflexivity as a way to approach the challenges emerging in the study of online discourse. It manages to illustrate how metadiscourse as an analytical framework can be applied to modes beyond the written (dialogic), including non-academic discourses (gaming and advertising) and multimodal (not only monomodal) texts (graphical abstracts, vlogs and social platforms). Various chapters as well as the introduction offer a view of what metadiscourse is and which direction metadiscourse should take, thus providing an encompassing view of this perspective to scholars novice in the field, but also offering a critical view to more knowledgeable readers. | Consonni, Stefania, D'Angelo, Larissa & Anesa, Patrizia. (Eds.). (2020). <i>Digital communication and metadiscourse: Changing perspectives in academic genres</i> . CERLIS Series (Vol. 9). |

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| Cribb, Julian & Sari Hartomo, Tjempaka | <i>Sharing knowledge: A guide to effective science communication</i> | 2002 | guidelines, scientific communication | It navigates the complexities of conveying scientific ideas to diverse audiences. The book emphasizes the importance of clear and accessible communication in bridging the gap between scientists and the public. It covers essential elements such as identifying target audiences, crafting compelling narratives, and utilizing various communication channels. It also addresses challenges in conveying complex scientific concepts, offering practical tips for engaging and retaining audience interest. By providing a systematic approach to science communication, the guide equips scientists with the skills necessary to communicate effectively and foster a greater understanding and appreciation of scientific knowledge in wider society. | Cribb, Julian & Sari Hartomo, Tjempaka. (2002). <i>Sharing knowledge a guide to effective science communication</i> . CESIRO Publishing. |
| Darling, Emily S., Shiffman, David, Côté, Isabelle M. & Drew, Joshua A. | The role of Twitter in the life cycle of a scientific publication | 2013 | scientific publishing, Twitter, altmetrics, research workflow, crowdsourcing | Twitter is used for different purposes in the different stages of scientific publications. First, to generate and share new ideas with colleagues, then to pre-review works in progress, and, once published, to reach a wider, diversified audience, including other researchers, decision makers, journalists and the general public, which can contribute to the impact of publications, both scientific and social. The authors also discuss the limitations of this practice (intellectual property issues, misrepresentation of science). | Darling, Emily S., Shiffman, David, Côté, Isabelle. M., & Drew, Joshua A. (2013). The role of Twitter in the life cycle of a scientific publication. <i>Ideas in Ecology and Evolution</i> , 6, 32-43. |
| Dayter, Daria | <i>Discursive self in microblogging: Speech acts, stories and self-praise</i> | 2016 | identity construction, self-praise, third party complaints, microblogging, Twitter | The study reports on the language of microblogs/tweets. The author examined the tweets written by eleven users, about the subject of ballet (as a physical activity and as an art form), for three and a half years. The corpus consisted of 20,000 words of tweets, and was complemented with semi-structured interviews and participant observation. The focus was on the speech acts of self-praise and complaint, and on story-telling practices. The conclusion is that the Twitter users draw on two distinctive interpretive repertoires for identity work: affiliative and self-promoting. | Dayter, Daria. (2016). <i>Discursive self in microblogging: Speech acts, stories and self-praise</i> . John Benjamins. |
| Dayter, Daria | Self-praise online and offline: The hallmark speech act of social media? | 2018 | self-praise, CMC, social media (what's up), pragmatic perspective | The article explores the ubiquitous trend of self-praise -from a pragmatic perspective, identifying it as the hallmark speech act of social media. It delves into the psychological motivations driving individuals to showcase achievements. The piece highlights the role of social media platforms in facilitating self-promotion and examines the impact on users' self-esteem and relationships. It discusses the fine line between genuine self-expression and narcissism, emphasizing the potential consequences of excessive self-praise. The article suggests that while self-promotion is a natural human inclination, the digital age has amplified its prevalence and consequences, prompting a critical examination of the balance between authenticity and the curated self presented on social media. | Dayter, Daria. (2018). Self-praise online and offline: The hallmark speech act of social media. <i>Internet Pragmatics</i> , 1, 184-203. |
| De Oliveira, Janaina M. & Pagano, Adriana S. | The research article and the science popularization article: A probabilistic functional grammar perspective on direct discourse representation | 2006 | recontextualization, textualization | The representation of discourse in RAs and science popularization articles through the lens of functional grammar. The focus is on understanding how language structures convey information in these contexts. It provides insights into the linguistic choices made in conveying scientific information and to enhance our understanding of the relationship between language structure and the communication of research findings in different contexts. | De Oliveira, Janaina M. & Pagano, Adriana S. (2006). The research article and the science popularization article: A probabilistic functional grammar perspective on direct discourse representation. <i>Discourse Studies</i> , 8(5), 627-646. |
| Duke, Monica | <i>Lay summaries for research articles: A citizen science approach to bridge the gap in access</i> | 2015 | citizen science project, recontextualization, lay summaries | This paper summarises the outcomes and lessons learned on a citizen science project. The authors explored the feasibility of a citizen science approach to writing lay summaries for research articles. The project was able to synthesise guidelines on participation in citizen science projects and the writing of lay summaries, and to identify challenges. | Duke, Monica. (2015). Lay summaries for research articles: A citizen science approach to bridge the gap in access. In Birgit Schmidt & Milena Dobreva (Eds.), <i>New avenues for electronic publishing in the age of infinite collections and citizen science: Scale, openness and trust</i> (pp. 1-7). IOS Press. |
| Engberg, Jan | Dissemination of science and communicative effective texts - is level of explanatory ambition a relevant diagnostic tool? | [submitted] | communicative efficiency, dissemination effort, level of explanatory ambition, level of explanatory | In this paper, the author explains that the "level of explanatory ambition" of a situation of dissemination of scientific language (a text, a radio program, etc., in which experts, i.e. scientists, try to explain something to non-experts, i.e. the general public) can be measured by assessing the "level of explanatory depth". In doing so, the author claims that it is possible to predict the communicative | Engberg, J. (submitted). Dissemination of science and communicative efficiency of texts - is level of explanatory ambition a relevant diagnostic tool? |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|---|--|------|---|--|---|
| Engberg, Jan | Multimodal institutional knowledge dissemination and popularization in an EU context - explanatory ambition in focus | 2020 | explanatory ambition, popularization, knowledge communication, knowledge asymmetries, levels of explanatory depth | This chapter analyses the knowledge dissemination and popularisation purpose of two EU institutions through a multimodal approach to their websites. The extent to which they intend to bridge the knowledge asymmetries between the expert senders and the lay receivers is investigated by looking at the explanatory depth they aim for, herein referred to as 'explanatory ambition', i.e. the dimension that determines to what degree the senders aim to explain information to their audience. A high level of explanatory ambition means that they intend to present explanations so that the discourse community is able to understand the expertise by creating 'a more than just institutional or hierarchical relation between senders and receivers' (4). The conclusions drawn from the case studies of this article establish a higher degree of explanatory ambition on the part of the EU Parliament than on that of the CJEU. Whilst the latter's interactive elements include no explicit explanations, the former 'contributes with engagement as well as explanations and deepening of the information level' (19). As a result, the website of the EU Parliament could be considered as illustrative of popularizations insofar as it 'seems to adopt a perspective closer to the world of the citizens' (23). It does not only disseminate information about their domain, but also seeks to engage the audience. | Engberg, Jan. (2020). Multimodal institutional knowledge dissemination and popularization in an EU context—explanatory ambition in focus. In Girolamo Tessuto, Vijay K. Bhatia, Ruth Breeze, Nicholas Brownlee & Martin Solly (Eds.), <i>The context and media of legal discourse</i> (pp. 50-76). Cambridge Scholars Publishing. |
| Engberg, Jan & Maier, Carmen D. | Exploring the hypermodal communication of academic knowledge beyond generic structures | 2015 | academic knowledge communication, knowledge building processes, multiliteracy, hypermodality, knowledge enhancement, knowledge expansion, interactivity | This chapter adopts a hypermodal approach to analyse one of the prototype articles of Elsevier's 'Article of the Future' project. Knowledge building processes are investigated at two levels: through the static layout that affords its multimodality and through the hyperlinks that grants it the intertextuality. From a genre perspective, a certain trend towards hybridity seems to be identifiable (e.g. similarities with the traditional research article, whilst drawing upon the semiotic modes afforded by the digital medium). Amongst the conclusions, the multimodal dimension of the proposal apparently enhances the promotional function of a research article. As to hypertextuality, knowledge enhancement and knowledge expansion are explored. A potential danger posed by the hypertextual interactivity is also brought to the fore, as this may dilute the readers' access to the core knowledge of the article. | Engberg, Jan, & Maier, Carmen D. (2015). Exploring the hypermodal communication of academic knowledge beyond generic structures. In Marina Bondi, Silvia Cacchiani & Davide Mazzi (Eds.), <i>Discourse in and through the media: Recontextualizing and reconceptualizing expert discourse</i> (pp- 46-65). Cambridge Scholars Publishing. |
| Facchinetti, Roberta | News discourse and the dissemination of knowledge and perspective: From print and monomodal to digital and multisemiotic | 2021 | history of news writing, multimodality in news discourse, dissemination of knowledge, recontextualization | News discourse has undergone a great variety of changes since its move from print to digital, becoming increasingly multisemiotic. This paper explores the multimodal developments that have been gradually taking place in news reporting in different media platforms, and discusses the role of journalists in conveying specialised knowledge and the semiotic and pragmatic values of co-occurring modalities in the current news output. For this, it presents a case study on the coverage by the New York Times of the birth and development of the European Union. It argues that the different aspects that contribute to the creation of news are not merely in a complementary relationship, but producing a new conceptual content. | Facchinetti, Roberta. (2021). News discourse and the dissemination of knowledge and perspective: From print and monomodal to digital and multisemiotic. <i>Journal of Pragmatics</i> , 175, 195-206. |
| Gertrudix, Manuel, Rajas, Mario, Romero-Luis, Juan & Carbonell-Alcoer Alejandro | Comunicación científica en el espacio digital. Acciones de difusión de proyectos de investigación del programa H2020 | 2021 | comunicación digital de la ciencia, proyectos de investigación H2020, plan de comunicación, redes sociales | The authors examine the dissemination and communication actions of 50 H2020 projects led by Spanish entities, organisms or enterprises, and carried out through their websites and social media. For this purpose, they used a descriptive and explicative tool called Macomed (Método de análisis de comunicación científica en medios digitales). The variables analyzed included: a) presence on the web and social media, b) the level of use of these channels, considering metrics such as the level of activity, the diversity of channels, the frequency of publication, the level of interaction with their audiences, the engagement of their communications, and the level of production they develop. The results indicate that Communication in H2020 projects (websites and social networks, especially Twitter and Facebook) is unbalanced and more oriented towards research peers and evaluating agents than towards society. | Gertrudix, Manuel, Rajas, Mario, Romero-Luis, Juan, & Carbonell-Alcoer, Alejandro. (2021). Comunicación científica en el espacio digital. Acciones de difusión de proyectos de investigación del programa H2020. <i>Profesional de la información</i> , 30(1), 1699-2407. |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|--|--|------|--|---|--|
| Gilpin, Dawn R. | Working the Twittersphere: Microblogging as professional identity construction | 2010 | Twitter communication, professional identity, relationship-building communication | This article presents some potential patterns of communication practices that have emerged within professional communication on and offline and which have been transferred on Twitter (e.g. searching for professional visibility or joining and organizing colloquies with peers, starting online reputation management strategies). Apart from this, it is suggested that the study of Twitter use for establishing professional relations can reveal how professional identity construction on- and off-line is gradually blurring with non-professional (personal) identity due to the multifunctional purposes for which professional users resort to this (and similar) online interaction platforms. The gradual blurring of identity types seems to be motivated by the need on the part of online users to adjust their discourse and behaviour to the clashing contexts and audience types they encounter when communicating online. In any case, online tools such as Twitter are conceived as "a logical extension of existing and emerging public relation practices" (237) in which, as it happens in offline communication, identity is publicly constructed. | Gilpin, Dawn R. (2010). Working the Twittersphere: Microblogging as professional identity construction. In Zizi Papacharissi (Ed.), <i>A networked self: Identity, community and culture in social network sites</i> (pp. 232-250). Routledge. |
| Gotti, Maurizio | Reformulation and recontextualization in popularization discourse | 2014 | popularization, reformulation, recontextualization | Popularization requires an integrated approach that combines: A cognitive dimension (thematization, denomination and reformulation), discourse analysis (in terms of textuality: intratextually, within a single article, computer hypertext or specific radio/television programme; intertextually, in different articles, hypertexts or radio/television programmes, interdiscursively (generic bending, borrowing, hybridization), critical discourse analysis, media studies and a semiotic approach. | Gotti, Maurizio. (2014). Reformulation and recontextualization in popularization discourse. <i>Ibérica, Revista de la Asociación Europea de Lenguas para Fines Específicos</i> , 27, 15-34. |
| Gruber, Helmut | Quoting and retweeting as communicative practices in computer mediated discourse | 2017 | recontextualization | Quoting in e-mails and retweeting in Twitter messages streams are analysed as recontextualization practices with similar formal features but different communicative needs. E-mail quoting is characterised as a CMD practice that allows users to manage interactional and topical problems caused by technological factors. On the other hand, retweeting is characterised as a "platform-specific variant of "sharing" digital objects". An analysis of edited and unedited retweets reveals that retweeting is mainly used for interpersonal rather than for topic- and interaction-oriented ends. | Gruber, Helmut. (2017). Quoting and retweeting as communicative practices in computer mediated discourse. <i>Discourse, Context & Media</i> , 20, 1-9. |
| Hafner, Christoph A. | Genre innovation and multimodal expression in scholarly communication: Video methods article in experimental biology | 2018 | multi-dimensional genre analysis, digital genres, video methods article, genre innovation, hybridity | The article describes the scientific genre of video methods article: its intertextual and interdiscursive communicative context, its generic structure, its multimodal semiotic features, and offers some comments on how the genre has developed over time. The articles analysed come from The Journal of Visualised Experiments (JoVE) and the study draws on two informants (the editor of the journal and a specialist/researcher). The multimodal semiotic expression of the articles was analysed using ELAN, a software that allows the user to create a multidimensional transcription of videos. A generic structure of video methods articles is provided: 1) Video intro; 2) overview; 3) researchers' introduction; 4) Demonstration; 5) Representative results; 6) Researchers conclusion; and 7) Closing credits. The genre is characterised by its hybridity as it combines features of written articles and of spoken scientific interactions and popular media text types. Discoursal identities are created in the video medium which were not possible in RAs, and which entail much greater engagement. | Hafner, Christoph A. (2018). Genre innovation and multimodal expression in scholarly communication: Video methods article in experimental biology. <i>Ibérica</i> 36, 15-42. |
| Hanganu-Bresch, Cristina, J. Zerbe, Michael, Cutrufello, Gabriel & M. Maci, Stefania | <i>The Routledge handbook of scientific communication</i> | 2021 | social variables, scientific communication practices, genre evolution, visuals | How issues such as ethics, gender, race, shift in the publishing landscape, and English as the lingua franca of science influences scientific communication practices. The edited volume also explores 1) the evolution and adaptation of genres to current research and societal needs, 2) scientists' visuals adaptation in response to technological advances and communication needs, and 3) scientific communication teaching to a variety of audiences | Hanganu-Bresch, Cristina, J. Zerbe, Michael, Cutrufello, Gabriel, & M. Maci, Stefania. (Eds.). (2021). Introduction. <i>The Routledge handbook of scientific communication</i> . Routledge. |
| Herring, Susan C. | New frontiers in interactive multimodal communication | 2016 | interactive multimodal platforms, robot-mediated communication | It is a three-page chapter where the author pinpoints two "emergent" phenomena in multimodal CMC: interactive multimodal platforms (IMPs), defined as web-based platforms that incorporate user-generated content and social interaction, and robot-mediated communication (RMC), whose classification in relation to CMC "is not yet clear" and research is in its very early stages. | Herring, Susan C. (2016). New frontiers in interactive multimodal communication. In Alexandra Georgakopoulou & Tereza Spilioti. <i>The Routledge handbook of language and digital communication</i> (pp. 398-402). Routledge. |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|--------------------------------------|---|------|---|---|---|
| Herring, Susan C. | The coevolution of computer-mediated communication and computer-mediated discourse analysis | 2019 | computer mediated communication, computer mediated communication analysis, multimodal CMC | Susan Herring describes the efforts to develop and extend CMDA over time in order to address nontextual communication and the trend toward convergence of multiple modes of CMC in a single platform. She structures her exposition in relation to three historical phases of CMC: pre-Web (stand-alone textual clients), Web 1.0, and Web 2.0. Finally, she proposes a theory of multimodal CMC that suggests a new direction for CMDA going forward. | Herring, Susan C. (2019). The coevolution of computer-mediated communication and computer-mediated discourse analysis. In Patricia Bou-Franch & Pilar Garcés-Conejos Blitvich (Eds.), <i>Analyzing digital discourse: New insights and future directions</i> (pp. 25-67). Springer. |
| Kelly, Ashley R. | Postscript: Futures for genre studies | 2017 | genre emergence, genre change, materiality, multimodality, interdisciplinary | This keynote chapter introduces the central ideas and rationale of the book: genre emergence and change propelled by new technologies and by sociocultural forces at large. The book offers a myriad of lines of inquiry: exploring the notion of materiality, or personal narratives in the light of genres such as autobiographical accounts of illness. Plus, multimodality is also a concern in the collection (e.g. text, visuals, games). It is maintained that the understanding of genre studies has to be framed as cross-disciplinary. The 'Genre Across Borders' project is meant to further develop the endeavour of the book by creating an international and interdisciplinary research network. | Kelly, Ashley R. (2017). Postscript: Futures for genre studies. In Carolyn R. Miller & Ashley R. Kelly (Eds.), <i>Emerging genres in new media environments</i> (pp. 291-295). Palgrave Macmillan. |
| Kress, Gunther | <i>Literacy in the new media age</i> | 2003 | genre, literacy, (multi)media, multimodality, visual grammar | Kress claims that the dominance of the image and the screen over written text are producing a revolution in the uses and effects of literacy and of associated means for representing and communicating at every level and in every domain. New media make it easy to use a multiplicity of modes, the image in particular, as there is an ever-increasing presence of the image in all forms in contemporary messages. This has profound effects on writing, as we now have a "functional specialisation of modes" (the idea that each mode carries only part of the informational "load"). Due to this, it is believed that the concept of literacy as the term used "when we make messages out of letters as the means of recording that message" is now obsolete, and that literacy can now be any system of transcription or recording, whether of sounds or of ideas. | Kress, Gunther. (2003). <i>Literacy in the new media age</i> . Routledge. |
| Kress, Gunther | <i>Multimodality: A social semiotic approach to contemporary communication</i> | 2010 | multimodality, modality, communication, social semiotics | Social Semiotics is a theory that deals with meaning in all its forms, in all social occasions and in all cultural sites. Meaning arises in social environments and in social interactions. In semiosis, the active making of signs lies in these social interactions, as signs are made rather than used. The focus on sign-making rather than sign use is one several features which distinguishes social-semiotic theory from other forms of semiotics. The theory of social semiotics opens the route to a clearer view of assessment in different modes. Multimodality and social semiotics together may bring real benefits in understanding apt forms of communication through better understanding of design, due to the fact that the study of modes in multimodal social semiotics focuses on the material, the specific, the making of signs now. | Kress, Gunther. (2010). <i>Multimodality: A social semiotic approach to contemporary communication</i> . Routledge. |
| M. Kuehne, Lauren & Olden, Julian D. | Lay summaries needed to enhance science communication | 2015 | lay summaries, science communication, knowledge transfer, diverse audiences | This opinion article advocates for widespread adoption of lay summaries in scientific publications to enhance science communication. Lay summaries, written by scientists, accompany online publications, may increase research visibility and transparency. In the evolving science media landscape, these summaries create reliable pathways between scientists and diverse audiences. The authors argue that lay summaries can counter misinterpretation fears, facilitate knowledge transfer, and bridge the gap between scientists and the public. While acknowledging the need for communication training, they recommend journal publishers provide a platform for online lay summaries to address changing challenges in science communication and increase the impact and accessibility of research findings. | Kuehne, Lauren M., & Olden, Julian D. (2015). Lay summaries needed to enhance science communication. <i>Proceedings of the National Academy of Sciences</i> , 112(12), 3585-3586. |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|---------------------------------|---|------|--|--|--|
| Kuteeva, Maria | Research blogs, wikis, and tweets | 2016 | blogs, wikis, Twitter, academic discourse | Characteristics and functions of digital practices like blogs, wikis and social media and new established channels of communication between scientists and the general public. An emphasis on how scholars employ digital practices to share insights into their day-to-day practices and problems (a kind of "behind-the-scenes"). A mention to the distinction between contingent and empiricist repertoires (Gilbert & Mulkey 1984). Problematisation of the blog as a genre. In general, blogs let users promote affectivity, cohesiveness and interactivity and provide them with tools for self-representation, networking, discussion and idea testing. Wikis enable collaborative writing beyond traditional peer review. Twitter is a closed community where researchers focus on work, it offers scholars' routines and daily challenges apart from academic journals and popularisations. Methodological perspectives and pedagogical applications are discussed in relation to the study of academics' practices. | Kuteeva, Maria. (2016). Research blogs, wikis, and tweets. In Ken Hyland (Ed.), <i>The Routledge handbook of English for academic purposes</i> (pp. 431-443). Routledge. |
| Kuteeva, Maria & Mauranen, Anna | Digital academic discourse: Texts and contexts: Introduction | 2018 | digital media, writing practices, digital academic discourse, recontextualisation | Introductory article to a special issue on the practices surrounding academic discourse produced with the use of digital media. It provides background info. and useful definitions of basic concepts in this field. On the cons side, no analysis of videos, image or other semiotic resources is found and the common reliance on classical (or absence of new) methodological approaches is made clear. | Kuteeva, Maria, & Mauranen, Anna. (2018). Digital academic discourse: Texts and contexts: Introduction. <i>Discourse, Context & Media</i> , 24, 1-7. |
| Labinaz, Paolo & Sbisà, Marina | The problem of knowledge dissemination in social network discussions | 2021 | Facebook (social networks), illocutionary acts, knowledge dissemination | The study revolves around Verdictives (assertions of factual matters), specifically exploring their dynamics as expressions which presuppose either the author's competence on the subject matter and/or their social recognition as holding knowledge to issue judgments. To do this, the article presents an analysis of Facebook user comments and replies on two health-related posts from the Italian daily newspaper la Repubblica. From this dataset, the paper elaborates on the notion of verdictives as illocutionary acts as linguistically encoded presuppositions and explores their functions as legitimization and delegitimization strategies. Similarly, it provides a series of examples of discursive strategies aimed at asserting knowledgeability and trustworthiness on the one hand, and to attack other users' entitlement to assert and their trustworthiness on the other. Conclusions of the study point to a significant awareness on the part of (expert) Facebook users as regards the epistemic and argumentative significance of their assertions and those of their opponents. | Labinaz, Paolo, & Sbisà, Marina. (2021). The problem of knowledge dissemination in social network discussions. <i>Journal of Pragmatics</i> , 175, 67-80. |
| Ledin, Per & Machin, David | Multi-modal critical discourse analysis | 2018 | Multimodal Critical Discourse Analysis | The authors first explain the origins of Multimodality, the different paths it has taken, as well as the criticisms they have raised. The authors adopt a multimodal critical discourse analysis approach (MCDA) and show how it works by carrying out an analysis of university management documents to unveil how and why the different modes (writing, pictures, layout, tables, etc.) are deployed. | Ledin, Per, & Machin, David. (2018). Multi-modal critical discourse analysis. In John Flowerdew & John E. Richardson (Eds.), <i>The Routledge handbook of critical discourse studies</i> (pp. 60-76). Routledge. |
| Lorés, Rosa | Dual voices, hybrid identities: The recontextualization of research in digital dissemination scientific discourse | 2023 | recontextualization, research digests, engagement, voice, comprehensibility, authority | Three dimensions for the analysis of the discursive features that scriptwriters use to recontextualize scientific knowledge in institutional research digests are established: (1) Comprehensibility of text to facilitate the understanding of the text by audiences with different degrees of expertise, enabled by code glosses and hyperlinks (2) Credibility and authority of the scriptwriter's voice, enabled by evidentials and reference to author persona, and (3) Engagement with the audience, mechanisms the scriptwriter used to interact with the audience, enabled appeals to shared knowledge and shared experience, enhancement of newsworthiness (through attitude markers) and engagement markers. The focus is on the discursive communicative efforts made by scriptwriters to bridge information asymmetries between the scientific community (expert knowledge holders) and the civil society so that the latter can access specialised knowledge. | Lorés, Rosa. (2023). Dual voices, hybrid identities: The recontextualization of research in digital dissemination scientific discourse. <i>Círculo de Lingüística Aplicada a la Comunicación</i> , 93, 69-84. |
| Luzón, María José | Bridging the gap between experts and publics: The role of multimodality in disseminating research in online video | 2019 | Recontextualization, online science videos | Recontextualizing strategies are classified into four groups: (i) strategies to construct the research group's credibility and authority ("Source credibility"); (ii) strategies to construct persuasive arguments ("Convincing arguments"); (iii) strategies to tailor information to the assumed knowledge of potential readers ("Framing"); (iv) strategies to engage the viewers ("Engagement"). Detailed strategies and semiotic resources coded for each of the groups of recontextualizing strategies are provided. | Luzón, María José. (2019). Bridging the gap between experts and publics: The role of multimodality in disseminating research in online videos. <i>Iberica</i> , 37, 167-192. |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|--|--|------|---|--|---|
| Luzón, María José | Multimodal practices of research groups in Twitter. An analysis of stance and engagement | 2023 | academic Twitter, digital genres, stance and engagement, multimodality | In the context of expert, scientific communication, Twitter has been consolidated as a space for self-promotion, networking, knowledge dissemination and interaction with expert and non-expert audiences. Based on this, this article explores the use of multimodal semiotic resources used as means to express stance and engagement. Its results demonstrate that this type of tweet are highly interpersonal texts of a promotional, interactive, and persuasive nature. Thus, verbal and visual resources are apparently used to attract reader's attention and strengthen the connection with them. Apart from this, the combination of these multisemiotic resources seems to reflect some of the changes that are affecting digital academic genres, as are an increase in informality, researcher's visibility and creativity. | Luzón, María José. (2023). Multimodal practices of research groups in Twitter: An analysis of stance and engagement. <i>English for Specific Purposes</i> , 70, 17-32. |
| Luzón, María José & Pérez-Llantada, Carmen | Connecting traditional and new genres: Trends and emerging themes | 2019 | digital genres, open science, genre relations, remediation, hybridity, context collapse | Undergoing changes in genres due to the technological affordances of the ICTs and the Web 2.0 are further propelled by society's call for science democratisation. Open Science has brought about new needs that involve new formats whereby science communication caters for a diversified audience - usually entailing the employment of the affordances of the Internet. The synergies between genres (Casper's 'ecosystem'), digital genres ('hyperlinked genres') and the remediation of traditional genres are issues under scrutiny in the scope of the collection of this introductory chapter. The volume unpacks the changes that result from the migration of genres to the Internet - for instance, linguistically, e.g. more emotive and informal language in digital open science notebooks. | Luzón, María José & Pérez-Llantada, Carmen. (2019). Connecting traditional and new genres: Trends and emerging themes. In María José Luzón & Carmen Pérez-Llantada (Eds.), <i>Science communication on the Internet</i> (pp. 1-18). John Benjamins. |
| Mey, Jacob L. | How social is the internet? A pragmatic view | 2018 | ethical problems, internet practices, fake 'social' life, ethical problems | The internet is to be conceived as a social space, in which a life "parallel" to offline communication can be built. This social understanding of the internet derives from user's possibility to construct a "fake" or "parallel" social life on the net. Some key positive and negative aspects in the construction of this parallel life are the risks of establishing social connections with unspecified audiences, the consequences of adapting to software-dependent communicative affordances and demands, and the complexities in defining a social identity (an avatar). In any case, conceiving the internet as a social space entails redefining the notion of sociality so that, both on and offline, it can still satisfy the human urge to live in a community of embodied beings similar to oneself. | Mey, Jacob L. (2018). How social is the Internet? A pragmatic view. <i>Internet Pragmatics</i> , 1, 13-28. |
| Mur Dueñas, Pilar | Engagement markers in research project websites: Promoting interactivity and dialogicity | 2021 | engagement, interactivity, dialogicity, interpersonality features, identity, CMC | This study carries out a data-driven textual analysis of 10 research project websites financed under the H2020 programme. It sheds light on scholarly digital discursive practices by investigating the extent to which these websites seek to promote dialogicity and interactivity, as well as the way in which they intend to establish a publicly-engaged identity and therefore gain visibility. These issues are explored by means of a corpus-based analysis of the use of engagement markers across the websites, with special focus on reader pronouns, questions and directives. Their frequency has been contrasted to that of RAs (Hyland, 2001) and it has proved to be higher in the research project websites than in the RAs, except for those related to the field of Philosophy; a difference that may be accounted for given the dialogicity of the former. The results point to variability as to the employment of engagement markers across the websites, with some being more 'static sites' and less participatory-oriented, whilst others seemingly intent on eliciting public engagement and participation of a wide, 'blurred' audience, particularly through the use of reader pronouns and imperatives triggering textual acts. | Mur Dueñas, Pilar. (2021). Engagement markers in research project websites: Promoting interactivity and dialogicity. <i>Poznan Studies in Contemporary Linguistics</i> , 57(4), 655-676. |
| Newman, Todd P. | <i>Theory and best practices in science communication training</i> | 2020 | science communication training programs, best practices | It reports on the growing body of research in science communication programs and best practices around the world. It analyzes the role of communication training in supporting scientists' communication and engagement goals, including their motivations to engage in training, the design of training programs, methods for evaluation, and frameworks to support the role of communication training in helping scientists reach their goals. This collection reflects on the growth of the field and provides direction for developing future researcher practitioner collaborations. | Newman, Todd P. (Ed.). (2020). <i>Theory and best practices in science communication training</i> . Routledge. |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|---|---|------|---|---|---|
| Nunn, Emily & Pinfield, Stephen | Lay summaries of open access journal articles: Engaging with the general public on medical research | 2014 | recontextualization, lay summaries, public engagement, patients' information-seeking behaviour, Open Access, qualitative research | It explores the significance of lay summaries in enhancing public engagement with medical research through open access journal articles. The study underscores the potential of lay summaries in making complex medical information more understandable and relevant to a broader audience. By promoting transparency and accessibility in research communication, the authors argue for the potential impact of lay summaries in fostering public understanding and interest in medical advancements. | Nunn, Emily, & Pinfield, Stephen. (2014). Lay summaries of open access journal articles: Engaging with the general public on medical research. <i>Learned Publishing</i> , 27(3), 173-184. |
| Pascual, Daniel, Mur-Dueñas, Pilar & Lorés, Rosa | Looking into international research groups' digital discursive practices: Criteria and methodological steps in the compilation of the Europro digital corpus. | 2020 | corpus compilation, scientific digital practices, methodology | Compilation of the EUROPRO Digital Corpus which contains digital practices endorsed by research projects participating in the Horizon2020 Programme. Methodological criteria for the selection of texts: institutional (Universidad de Zaragoza), temporal (simultaneous with InterGedi project) and formal (aimed at research, and not just training). Problems faced when compiling and annotating digital texts (static picture of dynamic texts, strategy to include metadata about hypertextual and multimodal items). Research project websites and research project social media (represented in the EUROPROwebs and EUROPROtweets). A focus on the prominence of Twitter among other social media in this context. Possible applications of the corpus and research directions for genre and discourse analysts. | Pascual, Daniel, Mur-Dueñas, Pilar & Lorés, Rosa. (2020). Looking into international research groups' digital discursive practices: Criteria and methodological steps in the compilation of the Europro digital corpus. <i>Research in Corpus Linguistics</i>, 2, 87-102. |
| Pascual, Daniel & Mur-Dueñas, Pilar | Dialogic interaction with diversified audiences in Twitter for research dissemination purposes | 2022 | Twitter, dialogicity, diversified audiences | Analysis of interactional pragmatic strategies and metadiscursive mechanisms to instantiate these strategies in the EUROPROtweets corpus. Tweets produced by international research projects to inform heterogeneous users about their research, to promote their work and their collective identity and to establish interaction with the wide public. The terms Social Media for Research Dissemination Purposes and Twitter for Research Dissemination Purposes (TRDP) are coined to represent this particular use in professional and scholarly scenarios. Diversified audiences are pinpointed as potential targets of research projects (specialised/non-specialised, academic/non-academic). Two main dialogic functions are put forward: relationship building and facilitating audience traffic. The most remarkable strategies are geared towards making information visually salient for readers, fostering networks with them and guiding the general audience to perform an action. Particular verbal engagement markers prototypically instantiate specific strategies: "Hooking the audience" through questions and reader mentions; "Guiding the audience to perform an action" through directives and reader mentions; "Engaging the audience to participate in the project" through directives and exclamations, and "Fostering networks" through directives, exclamations and reader mentions. | Pascual, Daniel & Mur-Dueñas, Pilar. (2022). Dialogic interaction with diversified audiences in Twitter for research dissemination purposes. <i>Círculo de Lingüística Aplicada a la Comunicación</i>, 90, 61-79. |
| Pérez-Llantada, Carmen | Grammar features and discourse style in digital genres: The case of science-focused crowdfunding projects | 2021 | web-mediated genres, generic hybrids, interdiscursivity, transmedial gradation, colloquialisation, structural elaboration | This study provides a primarily linguistic approach to the analysis of a web-mediated genre: the crowdfunding project proposal. It explores the linguistic features that characterise these digitally-based proposals and their communicative functional associations, the discourse style, and also the possible situational and genre constraints informing these grammatical choices. To this end, the study relies on and adapts Biber et al.'s (1999) taxonomy of phrase types in order to carry out an analysis of Spanish phrases that could be taken up for future comparative analyses with English. Conspicuous amongst the findings is the overall preference for structurally complex NPs (with pre/post-modification as well as embedded clauses), which points to a high degree of lexical densification, primarily to bridge knowledge asymmetries. Moreover, professionalism, credibility and centrality are also promoted through linguistic choices. The results align with previous research into digital genres in Web 2.0 regarding their potential discursive hybridity, showing both conversational features (first and second person pronouns) and formal features common in both academic written English and Spanish. | Pérez-Llantada, Carmen. (2021). Grammar features and discourse style in digital genres: The case of science-focused crowdfunding projects. <i>Revista Signos. Estudios de Lingüística</i>, 54(105), 73-96. |
| Püchel, Lea & Wellbrock, Christian-Mathias | Examining the digital renewal of news communication: A categorization of presentation modes in digital journalism | 2021 | content analysis, digital journalism, presentation modes | The authors first define a presentation mode' in terms of format and form, that is, according to the way through and the manner in which a piece of information is communicated. They apply a content analysis of protocols of the jury meetings of the Grimme Online Award (Germany's most renowned quality award for online journalism), and provide a categorization framework of presentation modes with eight dimensions which inform their resulting definition of 'a presentation mode': "That which depicts content and function, author, sources, periodicity, material substrate, structure, media, and interactive-engagement elements of a media offering." | Püchel, Lea & Wellbrock, Christian-Mathias. (2021). Examining the digital renewal of news communication: A categorization of presentation modes in digital journalism. <i>New Media & Society</i>, 14614448211059488. |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|----------------------|--|------|---|--|---|
| Puschmann, Cornelius | A digital mob in the ivory tower? Context collapse in scholarly communication online | 2015 | science communication vs scholarly discourse, open access, open science, CMC, democratisation of science, peer review | Scholarly communication is being transformed by digitisation and the growing demands for the democratisation of knowledge, which have an impact on all stages of the research process. Science and the general public, traditionally representing opposite ends of the spectrum, are being brought together as 'open access' and 'open science' become not only pressing needs but additional requirements. Whilst dissemination and preservation practices are increasingly relying on digitisation, hence reaching out both academic and public audiences, legitimisation remains a quintessential function of scholarly communication. Particularly, peer review seems vital as a signifier of academic discourse and valid licence. Nonetheless, it seems that, on top of the purpose of knowledge dissemination, researchers may be pursuing another aim: that of seeking recognition in mass media circles, at a time when science and society start to converge. | Puschmann, Cornelius. (2015). A digital mob in the ivory tower? Context collapse in scholarly communication online. In Marina Bondi, Silvia Cacchiani & Davie Mazzi (Eds.), <i>Discourse in and through the media: Recontextualizing and reconceptualizing expert discourse</i> (pp. 22-45). Cambridge Scholars Publishing. |
| Puschmann, Cornelius | The form and function of quoting in the digital media | 2015 | quoting, Twitter, CMC | Understanding 'quoting' as the reproduction and sharing of information, the article provides a historical account of content sharing practice in the internet. The study carries out a quantitative content analysis of three Twitter hashtags related to different topics in order to look for structural variation in retweeting across user communities. Its main findings are a) retweeting "can be strongly locally configured, with different communities prioritizing different forms of discourse" and b) some hashtags are "collections of disparate conversations that are only weakly connected." | Puschmann, Cornelius. (2015). The form and function of quoting in digital media. <i>Discourse, Context & Media</i> , 7, 28-36. |
| Schmied, Josef | Popular digital knowledge dissemination platforms: Evaluating the pragmatic professional credibility from Wikipedia to Academia.edu and ResearchGate | 2021 | professional credibility, pragmatic metalanguage, popular DKD platforms, automated responses | The dissemination of knowledge is becoming more and more a requirement for academic scholars. Popular DKD platforms allow for rapid exchange of information and for open access for a large readership. Three of these platforms are contrasted to explore how they build up 'professional credibility' from the perspective of pragmatic metalanguage. Drawing on the systemic functional model of Halliday, the linguistic techniques employed by these DKD platforms are discussed. One way of seeking credibility is rooted in the 'personal touch' in the digital discourse community' (190). Personally addressing the reader by name or using modals to evoke tentativeness and politeness are frequent strategies to guarantee credibility. Despite former stains on its reputation, Wikipedia has considerably improved in terms of accuracy and reliability. Stylistically, it opts for vague language and modal auxiliaries to evoke politeness, thus portraying the platform as shaped by an impersonal and collective institution rather than an individual writer. It. By contrast, Academia.edu and ResearchGate take more liberties, demanding researchers to engage through the use of personal pronouns (e.g. you, we) and imperatives. This direct personal address is laid bare in the automated interaction with individuals through email —which Wikipedia does not use. | Schmied, Josef. (2021). Popular digital knowledge dissemination platforms: Evaluating the pragmatic professional credibility from Wikipedia to Academia.edu and ResearchGate. <i>Journal of Pragmatics</i> , 180, 187-202. |

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|--|--|------|--|--|---|
| Scott, Kate | <i>Pragmatics online</i> | 2022 | pragmatics, digital communication | This monograph presents a pragmatic reconsideration of the dynamics of digitally mediated communication, especially on social media communication, departing from two key theoretical frameworks: Speech act theory and Relevance Theory. Within all the communicative phenomena taking place online, the monograph particularly concentrates on tagging, conceived both as aligned with experiential and interpersonal metafunctions and as providers of cues about how to interpret a message. It also explores non-verbal communication features (namely non-standard spelling, punctuation, emoji, and emoticons) as detached from verbal elements in terms of semantic attribution. Similarly, the book delves into the conceptualization of memes as extended metaphors which emerge within and following the norms of specific online communities – hence their clustering into “meme families”. Lastly, attention is devoted to the phenomenon of clickbait as a practice deriving from changes in consumption models, and whose construction might be the result of various consuming techniques. | Scott, Kate. (2022). <i>Pragmatics online</i> . Routledge. |
| Sifianou, Maria & Bella, Spyridoula | Twitter, politeness, self-presentation | 2019 | politeness, Twitter, self-presentation | The concept of politeness is brought to the case of Twitter, focusing on users' self-representation. A corpus of tweets in Greek is employed to analyse how politeness is considered and which values are attached to this concept. The keyword phrase "politeness is/is not" is used to filter the data. The disembodiment and brevity of Twitter are two affordances affecting how politeness is regarded among users in this context. Creative and playful mechanisms are described to explain how users foster their individual and social identities in this social medium. Recontextualisation and appropriation from other digital practices are also brought to the fore to understand how self-representation is achieved by looking at 'networked users'. | Sifianou, Maria, & Bella, Spyridoula. (2019). Twitter, politeness, self-presentation. In Patricia Bou-Franch & Pilar Garcés-Conejos Blitvich (Eds.), <i>Analyzing digital discourse: New insights and future directions</i> (pp. 341-365). Palgrave Macmillan. |
| Squires, Lauren | Twitter: Design, discourse, and the implications of public text | 2015 | ambient affiliation, identity construction, linguistic variation, Twitter | This article provides an overview of Twitter's communicative affordances and their functionality in the current social context. Elaborating on the multifunctional potential of Twitter as a space for interaction and self-expression and highlights the notion of ambient, this article analyses Twitter's major design features (tagging, hashtagging and retweeting) as useful resources to enhance addressivity, interactivity and (ambient) affiliation. Tags and RTs are specifically recognized as means for the crafting of heteroglossic texts as they allow users to incorporate other's voices in their discourse. Apart from this, the paper also explores linguistic variability on Twitter and the consequences this has for identity portrayal and considers the possibilities and limitations of using Twitter as a source of data mining. | Squires, Lauren. (2015). Twitter: Design, discourse, and the implications of public text. In Alexandra Georgakopoulou & Tereza Spilioti (Eds.), <i>The Routledge handbook of language and digital communication</i> (pp. 239-256). Routledge. |
| Tardy, Christine M. | How epidemiologists exploit the emerging genres of Twitter for public engagement | 2023 | digital genres, emerging academic genres, engagement, public science, genre analysis | This article presents an exploration of the use of Twitter for public outreach in the context of COVID-19 global pandemic. Specifically, it aims to draw a qualitative picture of the use highly visible epidemiologist make of this platform, thus analysing a sample of 143 tweets selected due to their high engagement rate. Based on this analysis, the article identifies the extent to which some common features between the tweets would fit under the categories of high-engagement or low-engagement reach. These categories are type of tweets (single tweet, thread tweet, quote tweet), tweet's elements (images, hashtags, mentions, links and emojis), the topics addressed (COVID-19, Politics, Professional, Personal, Science but non-COVID, Other), 8 different yet overlapping types of purposes, the type of audience (public or professional communities) and the – expert – identity portrayed (as a non-professional user, a public health professional and a member of a community of users). | Tardy, Christine. M. (2023). How epidemiologists exploit the emerging genres of twitter for public engagement. <i>English for Specific Purposes</i> , 70, 4-16. |
| Villanueva, María Luisa, Luzón, María José & Ruiz-Madrid, María Noelia | Learner autonomy in digital environments: Conceptual framework | 2010 | digital genres, learner autonomy, language learning | As new digital genres emerge, there is an increasing need to develop a framework for the design of online language learning tasks that promote autonomy. Since language learning is a lifelong process methodology must promote the development of learner's autonomy, which also entails a reconceptualization of teachers' practices and of learners' objectives. It is also claimed that there is a reciprocal relationship between learning autonomy and new (“electronic”) literacies, needing to extend the concept of autonomy to include the ability to make effective use of new technology. In this sense, learning needs must be reconceptualised according to the new competencies that students require to adapt to continually changing modes of communication. | Villanueva, María Luisa, Luzón, María José & Ruiz-Madrid, María Noelia. (2010). Learner autonomy in digital environments: Conceptual framework. In María Luisa Villanueva, María José Luzón & María Noelia Ruiz-Madrid (Eds.), <i>Digital genres, new literacies and autonomy in language learning</i> (pp. 1-16). Cambridge Scholars Publishing. |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|-------------------------------|--|------|---|---|--|
| Xia, Sichen Ada | Genre analysis in the digital era: Developments and challenges | 2020 | genre analysis, digital genres, multimodal genres | Three major developments in the genre analysis are identified in the review undertaken: digital genre analysis, multimodal genre analysis (multimodal move analysis and genre and multimodality framework), and genre innovation. Main challenges are considered: epistemological (identifying a genre), methodological (determining the structure of a multimodal genre, demarcating the context) and ethical. | Xia, Sichen Ada. (2020). Genre analysis in the digital era: Developments and challenges. <i>ESP Today</i> , 8(1), 141-159. |
| Xia, Sichen Ada | Explaining science to the non-specialist online audience: A multimodal genre analysis of TED talk videos | 2023 | multimodal genre analysis | This article approaches knowledge recontextualization through the analysis of the generic and multimodal resources used TED Talk videos. TED talks have developed as a consolidated genre which has received much scholarly attention given its strong audience engagement, generic hybridity, and characteristic multimodal layout. They are conceived as a variant from strict extant cybergenres given their complexity as a highly visual product. Based on this, the article also explores the rhetoric structure of this genre. It specifically focuses on the "Developing the topic" move, which seems to be essentially realized through shots of visuals. The high frequency of visual resources reveals both their significance in recontextualizing scientific information, and the key role played by editors in the remediation process. Apart from this, the article also refers to two types of verbal-visual configurations or relations adopted when explaining the type of visuals used: concurrence and complementarity. | Xia, Sichen Ada. (2023). Explaining science to the non-specialist online audience: A multimodal genre analysis of TED talk videos. <i>English for Specific Purposes</i> , 70, 70-85. |
| Xie, Chaoqun & Yus, Francisco | Introducing Internet pragmatics | 2018 | Internet pragmatics, interpersonality, medium constraints, online communication, user-to-audience interaction, user-to-user interaction | This chapter presents a pragmatic approach to the major changes that have affected (online and offline) communication because of the consolidation of online communication as "indispensable to the social and communicative life of human beings" (3). Thus, it begins acknowledging the contradictory position in which an analyst is found when having to necessarily approach the internet as both a factor of social and communication change and the reproduction of inherited face-to-face communication dynamics. Departing from this contradiction, the chapter proposes six different layers of online-offline communication in which traditional pragmatic studies can be productively applied to understand the new interpersonal dynamics emerging in the current society: 1) User and contextual constraints, 2) User to user by means of discourse, 3) User to user in interaction, 4) User to audience, 5) User in a group of users, 6) User and non-intended no-propositional effects. | Xie, Chaoqun, & Yus, Francisco. (2018). Introducing Internet pragmatics. <i>Internet Pragmatics</i> , 1, 1-12. |
| Ye, Yunping | From abstracts to "60-second science" podcasts: Reformulation of scientific discourse | 2021 | recontextualization, move analysis, politeness, popular science podcasts, move signals, move functions | There is some common ground in terms of generic features between 60-Second Science, journalist science report, 3-minute thesis and TED talks, e.g. the emphasis on novelty, the moves structure, etc. Yet, popular science podcasts combine formal strategies used in RAs with humour, an ingredient that is absent from the genre of journalism. Regarding the linguistic strategies to engage the audience, adaptation of linguistic style at the lexico-grammatical level (Luzón, 2013) is key, with rephrasing, paraphrasing, explanation and elaboration techniques involves in the reformulation of science discourse. Moreover, there is an element of interaction achieved through the use of engagement devices such as reader pronouns, self-mentions, hedges, questions | Ye, Yunping. (2021). From abstracts to "60-second science" podcasts: Reformulation of scientific discourse. <i>Journal of English for Academic Purposes</i> , 53, 101025. |
| Yus, Francisco | Identity-related issues in meme communication | 2018 | memes, meme communication, online identity, cyberpragmatics, image macros | The main aim of this paper is to show that all stages of meme communication (decoding, inferring, sharing, strengthening and spreading) may have an impact on the user's identity, self-concept or self-awareness, and that the image macro memes generate offsets of identity related feelings and emotions beyond the initial purpose of replicated humour. It argues that analysing identity in terms of intentional discourses within the user's full awareness would not suffice to explain the role that meme communication plays in the user's self-concept or self-awareness, as the performance of a specific aspect of identity is not considered an entirely conscious act, and that all stages of meme communication impact the users' identity in different ways. | Yus, Francisco. (2018). Identity-related issues in meme communication. <i>Internet Pragmatics</i> , 1, 113-133. |

| Authors | Title | Year | Keywords | Main topics, ideas or findings | Full reference |
|----------------------------------|--|------|---|---|---|
| Zappavigna, Michele | Ambient affiliation: A linguistic perspective on Twitter | 2011 | discourse analysis, social networking sites, SFL, Twitter | This article presents one of the first well-developed conceptualizations of online communication platforms as spaces for social interaction and community building. Focusing on the multimodal platform Twitter and departing from the framework of SFL, Zappavigna approaches the notion of ambient affiliation, a characteristic feature of social networking sites, by analysing the potential of hashtags as elements that favour the consolidation of Twitter's search affordance as a community-building linguistic activity through which the possibility for users to relate to others, and thus, actively followed each other increases. This is summarized in one notion: "searchable talk, that is, online discourse where the primary function appears to be affiliation via 'findability' (789). Apart from this, the paper also aims to examine the role of evaluative language to promote affiliation on tweets. | Zappavigna, Michele. (2011). Ambient affiliation: A linguistic perspective on Twitter. <i>Journal of New Media and Society</i> , 13(5), 788-806. |
| Maier, Carmen D., & Engberg, Jan | Tendencies of multimodal gradations in academic genres | 2014 | academic video essay, academic visual essay, multimodality, knowledge communication, genre theory | Maier and Engberg explore the multimodal realisation of two new academic genres that have emerged from the traditional research article: the visual essay and the video essay. The study is conceptually supported by genre theory, Systemic Functional multimodality and knowledge communication. With texts collected from two international journals of similar research field, the authors adopt an interdisciplinary analytical framework to analyse the similarities and differences in their structures and how these structures are influenced by the choice of semiotic modes and their interactions. | Maier, Carmen D., & Engberg, Jan. (2014). Tendencies of multimodal gradation in academic genres network. In Jan Engberg, Carmen D. Maier & Ole Togeby (Eds.), <i>Reflections upon genre: Encounters between literature, developing communicative norms and knowledge</i> (pp.113-145). Narr Verlag. |