

Les routines métalinguistiques dans les écrits scientifiques en français

Metalinguistic routines in French scientific writing

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Abstract: The discourse of academic writing includes “metadiscursive” elements that allow the author to construct the structure of the text, to evaluate the content of the text or to express his own emotions. These metadiscursive elements are nonetheless central to an understanding of the rhetorical and argumentative functions of scientific discourse. Mastering these elements is particularly important for young researchers who aim to integrate with the scientific “discourse community” (Swales 1990). Among these metadiscursive elements, we find, in human sciences research articles, a remarkable number of reader guidance markers which aim to facilitate the comprehension of the reader through a set of functions. In this paper, we address metalinguistic markers, in particular metalinguistic routines, in order to observe their productivity and their semantic functions, on the one hand, and to question the rhetorical and argumentative function they perform in scientific discourse on the other hand.

Key words: academic writing, metadiscourse, metalinguistic routines, functions.