



M.A. Guest Lecture,
Pavia, 04/12/19

Professional Digital Communication: Exploring different types of reviews

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https://www.tu-chemnitz.de/phil/english/sections/ling/presentations_js.php

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1. Introduction

1.1. Digitalisation everywhere

growing digitalisation in linguistics, digital humanities, etc.

new affordances/opportunities in technological development

new practices

not enough empirical research in developing practices → genre conventions

new degree programmes; e.g.

M.A. Modena

Languages for communication in international enterprises and organizations -
lingue per la comunicazione nell'impresa e nelle organizzazioni internazionali

1.2. Genre development: expansion of meaning

“review” = Word-Of-Mouth: “Do you know a good restaurant around here?”

new digital “affordances” → “electronic Word-Of-Mouth”

the grand name “review” sounds more objective, better than “critique” or “appraisal”

because digital is not face-to-face, features of orality are “maintained”, rather included to simulate “proximity”, “addressivity”, in the end “credibility”/“trust”

on a platform where “fake” reviews, manipulation, “undercover advertising” are normal!

from private to public discourse!

still personal, but “person” may be a “persona”, even an agent, a bot!

“narratives” add to credibility??

what are oral features?

short forms: *I’ve, would’ve*

personal pronoun address: *you*

colloquialism: *o.k.*

but oral features are not explicit - a risk in non-face-to-face communication!

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review, *n.*

Text size: [A](#) [A](#)View as: [Outline](#) | [Full entry](#)Quotations: [Show all](#) | [Hide all](#) | [Keywords: On](#) | [Off](#)**Pronunciation:** Brit. [▶](#) /rɪˈvjuː/, U.S. [▶](#) /rəˈvju/, [▶](#) /riˈvju/ (also in branch II.) Brit. [▶](#) /riˈvjuː/**Forms:** IME 16 **reviewe**, IME-16 **reviewe**, 15 **reuewe**, 15 **reueu**, 15 **review**, 15-16 **reuew** ... ([Show More](#))**Frequency (in current use):** ●●●●●●●●●●**Origin:** A borrowing from French; modelled on a French lexical item. **Etymons:** French *revue*, *reueue*.**Etymology:** < Middle French, French *revue*, †*reueue*... ([Show More](#))**I.** The action or an act of looking over or inspecting.**1.****a.** An inspection of military or naval forces; *esp.* a ceremonial display and formal inspection of troops or the fleet by a monarch, commander-in-chief, or high-ranking visitor.**2.****a.** The action of looking (again) over something, as a book, text, etc., with a view to its correction or improvement; revision; an instance of this.**3.****a.** A general survey or reconsideration of some subject or thing; (now *esp.*) a report on, or summary and evaluation of, events or developments over a given period, or in a specific field.**4.****a.** An inspection, examination. Also as a mass noun, in ***in (also under) review***: under inspection or examination.**7.****a.** An account or critical appraisal of a book or (now also) a play, film, concert, etc.**b.** A periodical publication consisting mainly of critical articles on current and cultural events, new books, the arts, etc. Frequently in the titles of such publications.**c.** A critical appraisal of a product, service, etc., intended for the guidance of consumers.[Thesaurus »](#)
[Categories »](#)[Thesaurus »](#)
[Categories »](#)[Thesaurus »](#)[Thesaurus »](#)[Thesaurus »](#)
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[Categories »](#)

1.3. Genre development: standardizing practices

“community-specific practices” are developing into conventions

→ to make choices easier for readers/customers

→ “guidelines”

and

→ “evaluation of review”: “Did you find this useful?”

BUT standardisation makes (semi?-)automatic analysing possible - and bot-use!

examples from the market leader: Amazon

Help & Customer Service

[All Help Topics](#)

Your Amazon Community

Customer Communities

What is the Early Reviewer Program?

Edit Your Profile

Edit Your Public Name

About Public Names

About Badges

Opt Out of Badges

About Customer Communities

Profile & Community Guidelines

Participate in Customer Communities

[Site Features](#) > [Your Amazon Community](#) >

Community Guidelines

Guidelines for Amazon.com Community participation.

Amazon.com wants your voice to be heard! The Amazon Community provides various features for engaging other users and sharing authentic feedback about products and services - positive or negative. These Community Guidelines help you use Community features, including Customer Reviews, Customer Questions & Answers, Amazon Follow, Profile pages, Outfit Compare, Style Check, Digital and Device Forums, Registries and Lists.

Note: These Guidelines do not apply to content included within products or services sold on Amazon, which are subject to separate policies.

We take the integrity of the Community seriously. Any attempt to manipulate Community content or features, including by contributing false, misleading, or inauthentic content, is strictly prohibited. If you violate our Guidelines, we may restrict your ability to use Community features, remove content, delist related products, or suspend or terminate your account. If we determine that an Amazon account has been used to engage in any form of misconduct, remittances and payments may be withheld or permanently forfeited. Misconduct may also violate state and federal laws, including the Federal Trade Commission Act, and can lead to legal action and civil and criminal penalties.

AstroAI ATG150 Digitaler Reifendruckprüfer 150 PSI 4 Einstellungen für... [Customer reviews](#)

Customer reviews

★★★★☆ 4,5 von 5

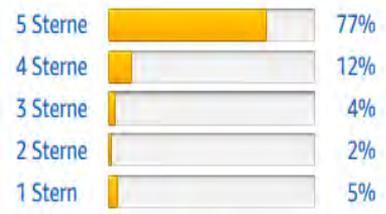
974 Sternebewertungen



AstroAI ATG150 Digitaler Reifendruckprüfer 150 PSI 4 Einstellungen für Auto LKW Fahrrad mit Hinte...

by AstroAI

Price: \$17.99 + Free shipping with Amazon Prime



[Write a review](#)

Top positive review

[See all 854 positive reviews](#)

Barry Trotter

★★★★★ Easy to use, would highly recommend.

April 7, 2017

It's easy to use and gives accurate readings that are easy to read. The light that comes off it is nice as well. Definitely worth the money. I bought the two pack and gave one to my dad, he found it easy to use as well. I check the readings against my TPMS as well as my inflator kit and the numbers always match up. Would highly recommend this. You don't have to guess what the number is like the old fashioned stick readers, plus if you need different units, it gives you the option to display that. Also if you intentionally use it off centered, you can remove air if you have too much air in your tires.

51 people found this helpful

Top critical review

[See all 89 critical reviews](#)

YoYoDaddy

☆☆☆☆ DO NOT PURCHASE FROM THIS SELLER... EVER!!

May 16, 2018

(8/6/2018 Update) Months after adding my initial "1-star" review of the two tire pressure gauges, the seller agreed to send me two replacement gauges at no cost to try. Unfortunately, these two were the same as the previous two, inaccurate!! Within days of receipt, I started getting emails from the seller, AstroAI Corp, trying to get me to change my honest review. I have reported each of these emails to Amazon throughout their "reporting" process, but AMAZON HAS DONE NOTHING to stop this harassment. I am reporting both AstoAI and Amazon to the BBB now. Maybe that will help stop this harassment for a better review!

[Read more](#)

98 people found this helpful

2. Concepts

2.1. Reviews

2.1.1. Reviews: popular definitions

A review is an evaluation of a publication, service, or company such as a [movie](#) (a [movie review](#)), [video game](#) (video game review), [musical composition](#) ([music review](#) of a composition or recording), [book](#) ([book review](#)); a piece of hardware like a [car](#), [home appliance](#), or [computer](#); or an event or performance, such as a [live music concert](#), [play](#), [musical theater show](#), [dance show](#), or [art exhibition](#). In addition to a critical evaluation, the review's author may assign the work a [rating](#) to indicate its relative merit. More loosely, an author may review current events, trends, or items in the news. A compilation of reviews may itself be called a review. <https://en.wikipedia.org/wiki/Review> (01/12/19)

Scholarly peer review (also known as refereeing) is the process of subjecting an author's [scholarly](#) work, research, or [ideas](#) to the scrutiny of others who are [experts](#) in the same field, before a paper describing this work is published in a [journal](#), [conference proceedings](#) or as a book. The peer review helps the publisher (that is, the [editor-in-chief](#), the [editorial board](#) or the program committee) decide whether the work should be accepted, considered acceptable with revisions, or rejected.

https://en.wikipedia.org/wiki/Scholarly_peer_review (01/12/19)

A user review is a review conducted by a [computer user](#) and published to a [review site](#) following [product testing](#) or the evaluation of a service. User reviews are commonly provided by [consumers](#) who volunteer to write the review, rather than professionals who are paid to evaluate the product or service. User reviews might be compared to professional nonprofit reviews from a [consumer organization](#), or to promotional reviews from an advertiser or company marketing a product. https://en.wikipedia.org/wiki/User_review (01/12/19)

2.1.2. Reviews: Academic definitions

“In this paper, the term ‘OCR’ [=online customer review] is used to refer to any positive, neutral, or negative online review about a product or service created and published on a CRW by a potential, former, or actual customer.” (Filiari 2015: 1262)

“Online customer reviews can be defined as *peer-generated product evaluations posted on company or third party websites.*” (Mudambi and Schuff 2010, p. 186)

2.2. Professional Discourse

'professional discourse' better than 'business discourse',

since it covers economic, academic, legal, medical, and other domains

"characterized by the involvement of a "lay" person, whereas "business discourse is dominated by talk and writing between individuals whose main work activities and interests are in the domain of business and who come together for the purpose of doing **business**" (Bargiela-Chiappini & Nickerson, 1999a, p. 2)."

"the tension between what counts as public/private and personal/professional" (Darics 2015: 5)

"highly contested and multidimensional nature of the term "discourse," whether we interpret it as discourse referring to language in use, or Discourse viewed as a social practice, focusing on the interplay between language, society, and thought (on the d/Discourse distinction see, for example, Gee, 2013)." (Darics 2015: 5)

'professional' vs. 'personal':

Peer2Peer = Professional2Professional and Customer2Customer
hierarchical: Novice2Editor etc.

Customer2Company and (professional) Company2Customer
involves more politeness and Digital Emotional Literacy

2.3. Face

The English semantic field for "face" words meaning "prestige; honor" is smaller than the corresponding Chinese field. English face meaning "prestige; honor, respect, dignity, status, reputation,^[11] social acceptance, or good name. The *lose* verb in *lose face* means "fail to maintain", while the *save* in *save face* means "avoid loss/damage". The country begins to feel that Government consented to arrangements by which China has lost face; the officials have long been conscious that they are becoming ridiculous in the eyes of the people, seeing that where a foreigner is concerned they can neither enforce a Chinese right, nor redress a Chinese grievance, even on Chinese soil. (1901:225)

Penelope Brown and Stephen C. Levinson (1987) expanded Goffman's theory of face in their politeness theory, which differentiated between positive and negative face. [31]

Positive face is "the positive consistent self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants"[citation needed]

Negative face is "the basic claim to territories, personal preserves, rights to non-distraction—i.e., to freedom of action and freedom from imposition"[citation needed]

In human interactions, people are often forced to threaten either an addressee's positive and/or negative face, and so there are various politeness strategies to mitigate those face-threatening acts.[citation needed]

[https://en.wikipedia.org/wiki/Face_\(sociological_concept\)](https://en.wikipedia.org/wiki/Face_(sociological_concept)) (1/12/19)

2.3.1. Politeness theory and 'face'

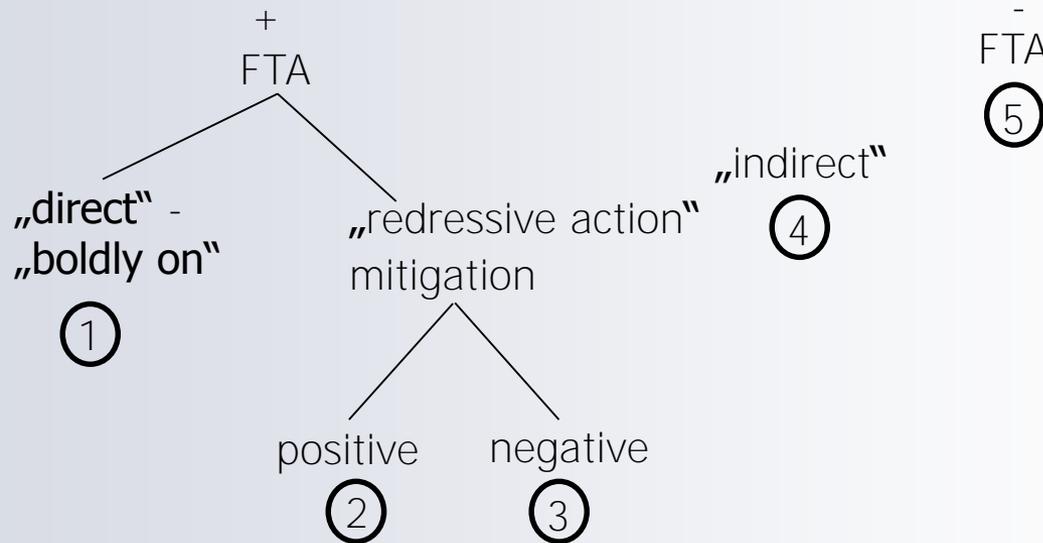
Politeness theory is rooted in the theories of Goffman (1967), and identifies five strategies that participants in interaction may use to protect and maintain one another's "face". Acts which threaten face, such as performing a request, are called 'face-threatening-acts' (FTA). Speakers may perform the FTA directly, without redressive action (Strategy 1 – going baldly on record, e.g. "Reformulate the letter"); they may perform the FTA with compensation, by using either positive (Strategy 2, e.g. "You are doing excellent work, but would you please reformulate the letter") or negative (Strategy 3, e.g. "I know you are busy, but could you pls reformulate the letter") politeness strategies. The speakers may choose to perform the FTA indirectly (Strategy 4 – off record, e.g. "The letter needs some justifications"), or simply avoid doing the FTA (Strategy 5) (Brown & Levinson 1987: 69). (Skovhold 2015: 108)

2.3.2. Politeness theory and 'face': decision tree + examples

Leader's decision tree

(Skovholt 2019: 108)

Politeness (Goffman 1967,
Brown & Levinson 1987)



examples

- 1 = Reformulate the letter
- 2 = **You are doing excellent work, but ... please**
- 3 = **I know you are busy, but ... please**
- 4 = The letter needs some justification
- 5 = -

2.4. Emotional Intelligence (=Literacy) and empathy

Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

Goleman's model outlines five main EI constructs (for more details see "What Makes A Leader" by Daniel Goleman, best of Harvard Business Review 1998):

- Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
- Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
- Social skill – managing relationships to get along with others
- Empathy – considering other people's feelings especially when making decisions
- Motivation – being aware of what motivates them..

https://en.wikipedia.org/wiki/Emotional_intelligence (01/12/19)

2.5. Genres in Academic Writing

2.5.1. Types of discourses

research "output"

- research article
- book reviews
- project proposals
- conference presentations

teacher "talk"/e-learning

- ppt presentations
 - lectures
 - student presentations
- textbooks
 - Wikis/Moodle/Google+
 - www pages (HTML, php)

discipline-specific
culture-specific

science "journalism"

- popular science articles
- popular blogs (David Crystal)
- popular science films (Horizon)
- popular science books
- science slam

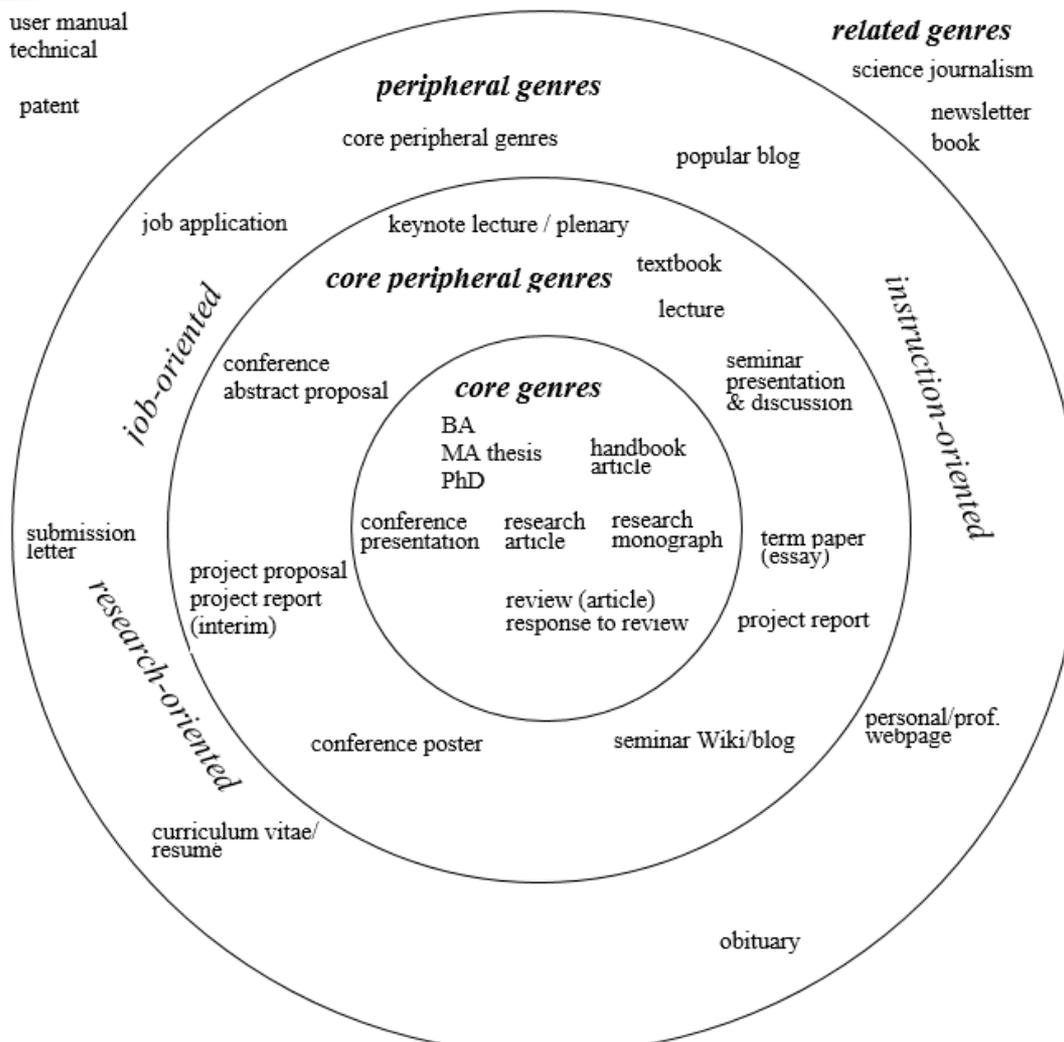
student "literacy"

- fieldwork notes
- essays (argumentative!)
- MA/BA thesis (persuasive!)
- seminar presentations

"Novice Academic English"

author-specific
culture-specific

2.5.2. Central-Peripheral Model of Genres in Academic Writing



2.5.3. Research Circle + quality control for dissemination in Academic Writing



Figure 1: The Academic Research Cycle

3. Academic Reviews

3.1. Double Blind Peer Reviews

fashioned in social science journals since the 1950s

also for conference abstracts

the identity of the authors is concealed from the reviewers, and vice versa,
to avoid bias

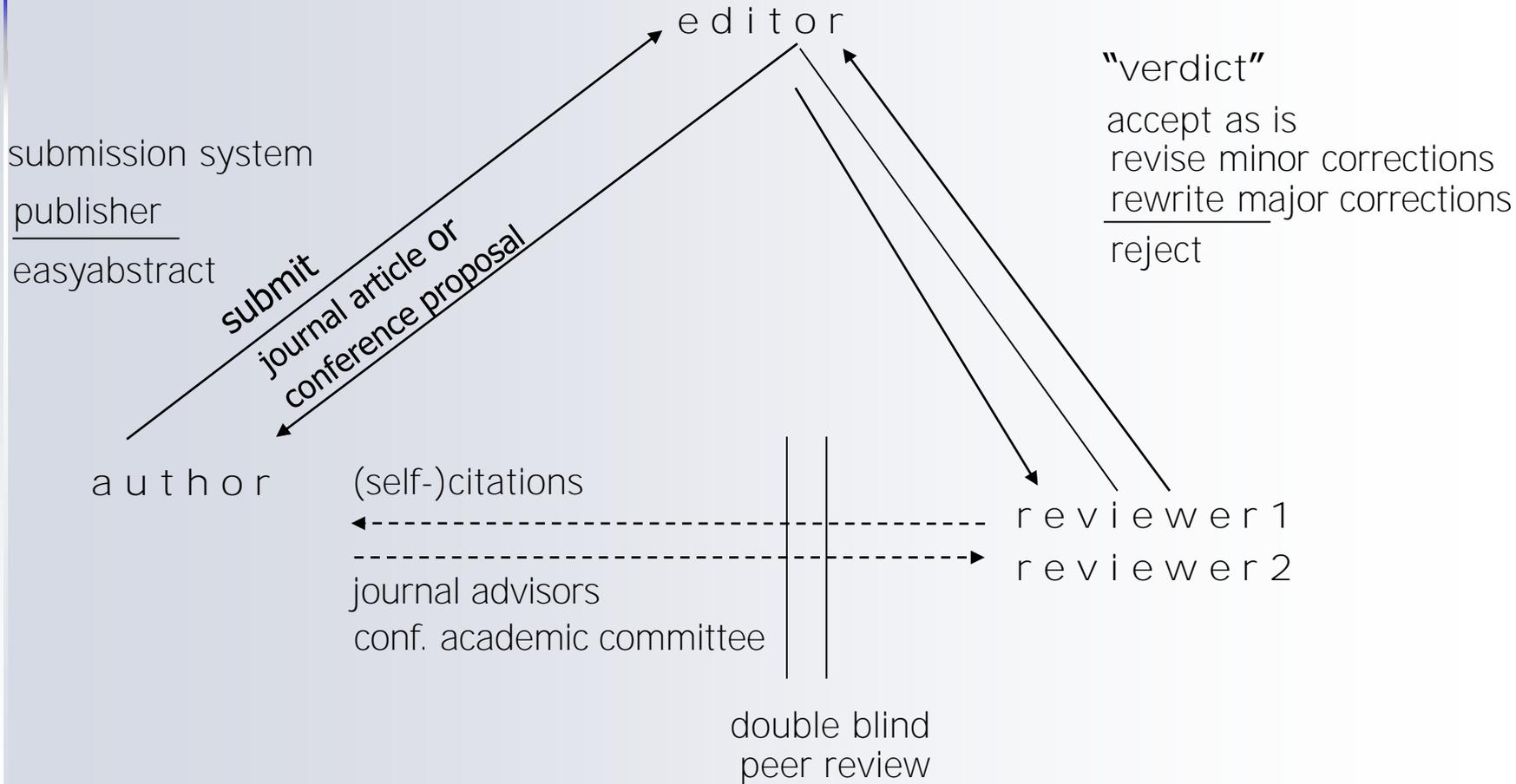
but despite any editorial effort to ensure anonymity, the process often fails to do so, since certain approaches, methods, writing styles, notations, etc., point to a certain group of people in a research stream, and even to a particular person.

BUT

most double-blind peer reviews are anonymous and unpublished

→ case study: "open"

Processes: Double blind peer review



The OPR Corpus

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Oral Presentations

Poster Presentations

Submitted Papers

Neural Causal Discovery with Learnable Input Noise

Tailin Wu, Thomas Breuel, Jan Kautz

28 Sep 2018 (modified: 21 Dec 2018) ICLR 2019 Conference Blind Submission Readers:  Everyone 7 Replies

[Show details](#)

RETHINKING SELF-DRIVING : MULTI -TASK KNOWLEDGE FOR BETTER GENERALIZATION AND ACCIDENT EXPLANATION ABILITY

Zhihao LI, Toshiyuki MOTOYOSHI, Kazuma SASAKI, Tetsuya OGATA, Shigeki SUGANO

28 Sep 2018 (modified: 21 Dec 2018) ICLR 2019 Conference Blind Submission Readers:  Everyone 6 Replies

[Show details](#)

Program/Area Chair Decision

[–] **unconvincing experiments; original theorem statement incorrect**

ICLR 2019 Conference Paper594 Area Chair1

17 Dec 2018 (modified: 21 Dec 2018) ICLR 2019 Conference Paper594 Meta

Review Readers:  Everyone

Metareview: Granger Causality is a beautiful operational definition of causality, that reduces causal modeling to the past-to-future predictive strength. The combination of classical granger causality with deep learning is very well motivated as a research problem. As such the continuation of the effort in this paper is strongly encouraged. However, the review process did uncover possible flaws in some of the main, original results of this paper. The reviewers also expressed concerns that the experiments were unconvincing due to very small data sizes. The paper will benefit from a revision and resubmission to another venue, and is not ready for acceptance at ICLR-2019.

Confidence: 4: The area chair is confident but not absolutely certain

Recommendation: Reject



Ivanova, Marina.

 Concession in Single- and Double-Blind Open Peer Review:
A Corpus-Based Analysis. MA Thesis Chemnitz 2019

Review and Author's Response

[−] An interesting approach ; some concerns regarding assumptions and experiments

ICLR 2019 Conference Paper594 AnonReviewer1

07 Nov 2018 ICLR 2019 Conference Paper594 Official Review Readers:  Everyone

Review: The paper proposes an approach to learn nonlinear causal relationship from time series data that is based on empirical risk minimization regularized by mutual information. The mutual information at the minimizer of the objective function is used as causal measure. The paper is well written and the proposed method well motivate and intuitive.

However I am concerned by the assumption that the lagged variables $X_{t-1}^{(j)}$ follow a diagonal gaussian distribution. This appears to be very restrictive, since typically the values of time series j at time $t-1$ are typically depending say of those that time $t-2$, $t-3$ etc.

Another key concern concerns scalability. The authors mention gene regulatory networks , neuroscience etc as key applications. Yet the experiments considered in the paper are limited to very few time series. For instance the simulation experiments use $N=30$, which is much smaller than the number of time series usually involved say in gene regulatory network data. The real data experiments use $N=6$ or $N=2$. This is way to small.

The real data experiments (sections 4.2 and 4.3) are not very convincing, not only because of the very small size of N , but also because there is no comparison with the other approaches. How do these compare? Does the proposed approach offer insights on these datasets which are not captured by the comparison methods?

Rating: 4: Ok but not good enough - rejection

Confidence: 5: The reviewer is absolutely certain that the evaluation is correct and very familiar with the relevant literature

[−] Response

ICLR 2019 Conference Paper594 Authors

27 Nov 2018 ICLR 2019 Conference Paper594 Official Comment Readers:  Everyone

Author's Response

[−] Response

ICLR 2019 Conference Paper594 Authors

27 Nov 2018 ICLR 2019 Conference Paper594 Official Comment Readers:  Everyone

Comment: Thank you for the instructive review!

Our algorithm 1 minimizes the empirical learnable noise risk (Eq. 4), which does not assume that $X_{t-1}^{(j)}$ follows a diagonal gaussian distribution. Originally, to justify the $I^u = 1/2 \sum_l \log(1 + \text{Var}(X_{t-1}^{(j,l)}) / \eta_{j,l}^2)$ term used in our experiments for estimating mutual information, we used diagonal Gaussian assumption for $X_{t-1}^{(j)}$ in the experiment. In fact, a better way to justify this is to note that I^u provides an upper bound for the mutual information subject to the constraint of known variance of marginal distributions of $X_{t-1}^{(j)}$, and the upper bound is reached with the diagonal Gaussian distribution, as is proved in Appendix C in the revision. Therefore, the assumption of diagonal Gaussian assumption is dropped for the experiments in the revision. Practitioners can choose to optimize an upper bound of the learnable noise risk for better efficiency (as is also used in the experiments in this paper), or use differentiable estimate of mutual information for better accuracy, as has also been pointed out in the paper.

In the revision, we have also added a more detailed comparison with other methods in sections 4.2 and 4.3, showing the strength of our method. For example, in section 4.2, our method correctly identifies important causal arrows, while the four other comparison methods either have more false positives and false negatives, or completely fail to discover causal arrows. In section 4.3, we compare with the results in previous literature. We note that although all compared methods correctly identify the causal relations, our method have the advantage that the inferred causal strength does not decay with increasing history length (we also analyzed that in the original submission).



Categories of enhancement and principal markers (Halliday & Matthiessen 2014: 478, also see Quirk et al. 1985)

	Category	Meaning	Paratactic	Hypotactic		
				finite	non-finite: conjunction	non-finite: preposition
(iv) causal-conditional	condition: concessive	if P then contrary to expectation Q	[concession ^ consequence] but; (and) yet, still; but +	even if, even though, although, while	even if, even though, although, while	despite, in spite of, without
			[consequence ^ concession] (though)			

Concessive clauses

(based on Halliday & Matthiessen 2014)

(also see König 1988, 2000 and König & Siemund 2000)

Concessive circumstantials	Paratactic	Hypotactic		
		Finite	Non-finite: conjunctions	Non-finite: prepositions
<p><i>In spite of</i> these limitations, the experiments provide appropriate comparisons to prior work, and form a reasonable initial evaluation. (ICLR17_R1_R126)</p>	<p>This paper could be interesting, <i>but</i> substantial editing is needed before it is sufficient for publication. (ICLR18_R2_R289)</p>	<p><i>Although</i> I share enthusiasm for your results, please recognize that stating that your results are 'conclusive' is premature and not appropriate. (ICLR19_R1_O73)</p>	<p>A high-level downside of this paper is that, <i>while</i> studying a relevant application of deep learning, it presents no technical contributions or novel insights (...). (ICLR17_PC_R379)</p>	<p><i>In spite of</i> the paper being an outstanding work, I have two criticisms about the accessibility and impact of the paper on the broader ICLR audience. (ICLR19_R2_O1020)</p>
	<p>Presentation is in general good <i>although</i> at parts readability is hindered. (ICLR17_R1_R357)</p>			



Concessive clauses, praise and criticism

(‘praise-criticism’ based on Hyland 2004, also see Diani 2017; ‘paratactic-hypotactic’ see Halliday and Matthiessen 2014: 452)

Paratactic	Hypotactic
<p>“Presentation is in general good <i>although</i> at parts readability is hindered.” (ICLR17_R1_R357)</p> <ul style="list-style-type: none"> • Praise + concession • Equal status, logically symmetrical 	<p>“Although the experimental results are not quite persuasive, the method is nice and promising.” (ICLR18_R3_R118)</p> <ul style="list-style-type: none"> • Concession + praise • Unequal status, logically non-symmetrical → Emphasis on praise
<p>“It is not clear why the Bi-Ans-Ptr in Table 2 is not used for the ensemble <i>although</i> it achieves the best performance.” (ICLR17_R3_P174)</p> <ul style="list-style-type: none"> • Criticism + concession • Equal status, logically symmetrical 	<p>“Although I get the high-level goal of the paper, I find Sec. 3.1, which describes the technical approach, nearly incomprehensible. (ICLR18_R2_R748)</p> <ul style="list-style-type: none"> • Concession + criticism • Unequal status, logically non-symmetrical → Emphasis on criticism

(‘praise-criticism’ based on Hyland 2004;
praise-criticism-suggestion see Diani 2017; good news-bad
news see Johnson 1992)

- Criticism mitigation → “I very much like the idea of the paper, *but* **I am simply not convinced by its claims.**” (ICLR17_R3_R279)
- Criticism reinforcement → “The paper has a laundry list of related results (page 2) *but* **no clear message.**” (ICLR17_R2_R363)
- Praise mitigation → “*Even though* no conclusive section is **provided, the paper is not missing any information.**” (ICLRC_R3_O785)
- Praise reinforcement → “**I found the paper very well written** *despite* its level of mathematical depth (the authors provide many helpful pictures) and strongly recommend accepting this **paper.**” (ICLRC_R1_O76)

Ivanova, Marina.

Concession in Single- and Double-Blind Open Peer Review:
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Concessive clauses in the OPR corpus (per 100 000 words)

	Concessive circumstantials		Paratactic					
	<i>despite</i>	<i>in spite of</i>	<i>but</i>	<i>yet</i>	<i>still</i>	<i>though</i>	<i>even though</i>	<i>although</i>
Single-blind	11.30	1.41	230.28	5.65	0	9.89	8.48	11.30
Double-blind	4.73	0	117.47	10.25	0	11.04	7.10	7.88

Table 1 Normalized distribution of concessive clauses in single- and double-blind review (per 100 000 words)

- **Concessive circumstantials:** “***Despite*** claims to the contrary, the experiments are far from extensive; (...).” (ICLR18_R3_Wd265)
- **Paratactic:**
 - “The paper is relatively clear, ***though*** there are many grammatical mistakes.” (ICLR18_R1_Wd265)
 - “As such the impact of the contributions appears rather limited ***even though*** the experimental results show a better stability of the method compared to competitors.” (ICLR18_R2_R487)
 - “The paper is very well written and provides most necessary details, ***although*** some more details on the training (...) would be helpful for reproducing the results.” (ICLR17_R3_P97)

Concessive clauses in the OPR corpus (per 100 000 words)

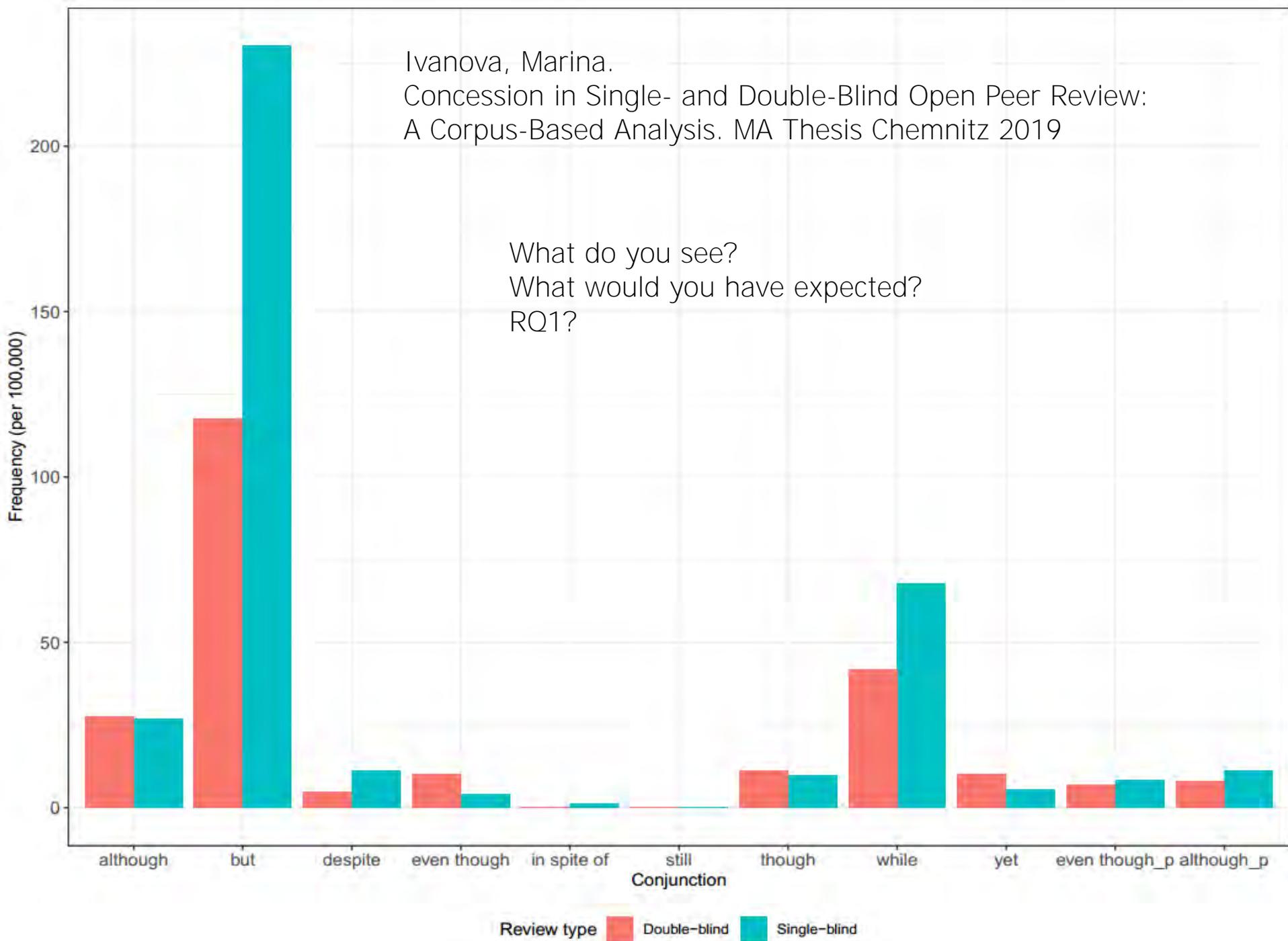
	Hypotactic: Finite			Hypotactic: Non-Finite				
	<i>although</i>	<i>even though</i>	<i>while</i>	<i>although</i>	<i>even though</i>	<i>while</i>	<i>despite</i>	<i>in spite of</i>
Single-blind	26.84	4.24	67.81	0	0	0	0	0
Double-blind	27.59	10.25	41.78	0	0	0	3.15	0.79

Table 1 (Cont.) Normalized distribution of concessive clauses in single- and double-blind review (per 100 000 words)

- **Hypotactic (F):** “**Although** this paper contains several strong points, the weaknesses of this paper are also very obvious.” (ICLR18_R1_IW439)
- **Hypotactic (N-F)**
 - **Conjunction:** “Such activities, **although** challenging the perceived ideals of female behaviour, did not challenge the patriarchal constructs that placed the authority of men above themselves.” (BAWE 0144a)
 - “In any case managers, **even though** holding more power than the applicant, need to recognise that the recruitment and selection process should lead to a mutual agreement” (BAWE 3020a)
 - **Preposition:** “**Despite** being often done in VAE papers, it feels strange to me to introduce the inference model (4.1) before the generative model (4.2), as (...)” (ICLR19_R1_R239)

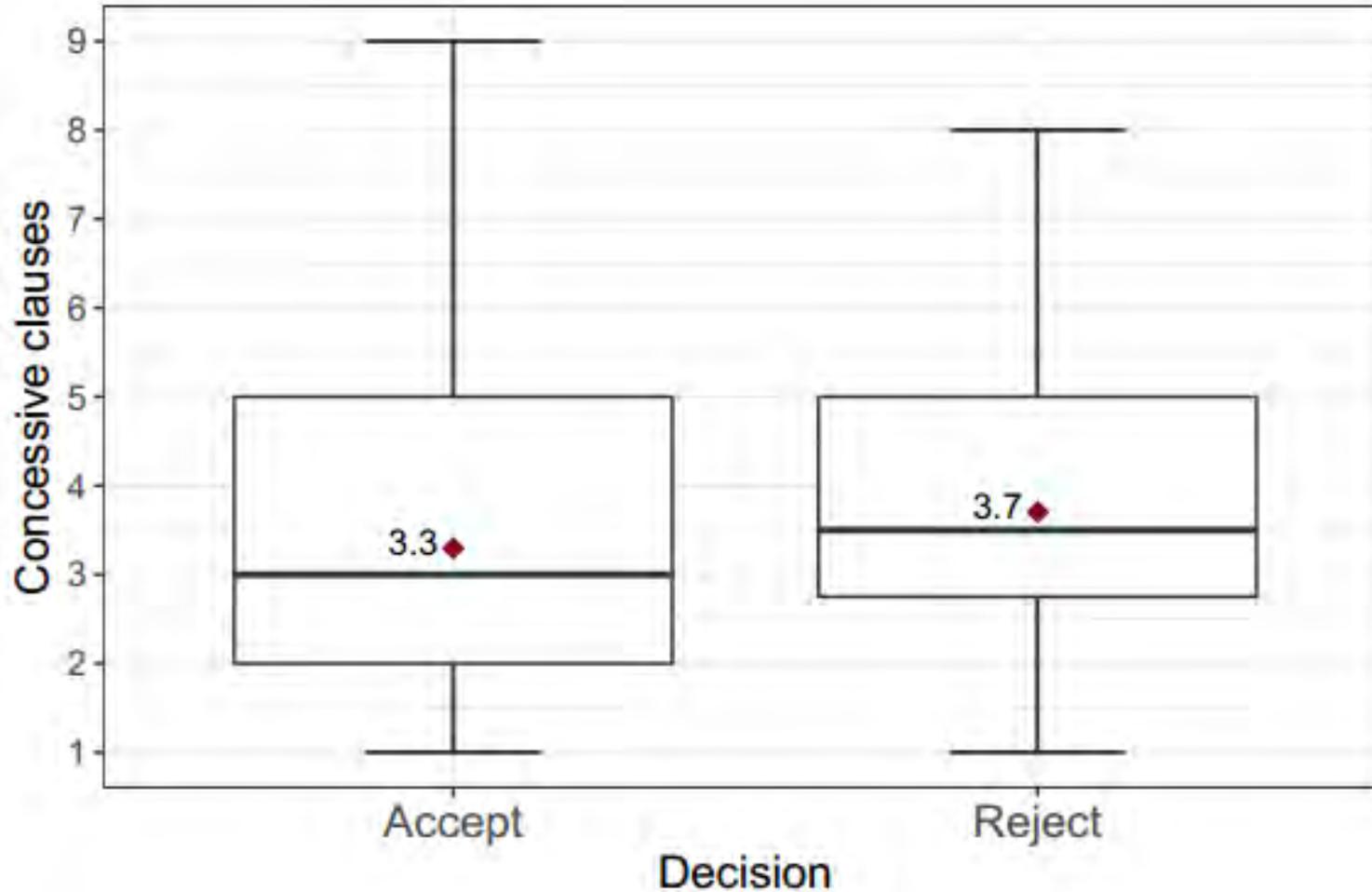
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What do you see?
What would you have expected?
RQ1?





Ivanova, Marina.

Concession in Single- and Double-Blind Open Peer Review:
A Corpus-Based Analysis. MA Thesis Chemnitz 2019

What do you see?
What would you
have expected?
RQ2?

4. Consumer/User Reviews

4.1. Digital/on-line reviews

Since “standards” in community-specific discourse are developing, many case studies are necessary!

AGAIN a Model case study!

Vásquez, Camilla (2015)

“Don’t Even Get Me Started...”:

Interactive Metadiscourse in Online Consumer Reviews

p. 20:

“intertextual references to popular culture sources and humor can serve as discursive strategies for establishing a bond between review writers and their readers” (Vásquez, 2014a).

“how “story prefaces” and other devices used in conversational narratives were sometimes transferred to this digital genre, and exploited by online reviewers to engage readers of review texts” (Vásquez, 2012).

“different types of interactive strategies that writers exploit to include readers as active participants in their discourse.”

“insights into the types of linguistic resources that go into creating an engaging online text.”

p. 22:

“a “public” rather than “private” mode of computer-mediated discourse (Androutsopoulos, 2013).”

“addressivity refers to the way that “the speaker talks with an expectation of a response, agreement, sympathy, objection [...] and so forth” (Bakhtin 1986: 69).

Summary Table 1:2 p. 35

Vásquez, Camilla (2015)

“Don’t Even Get Me Started...”:

Interactive Metadiscourse in Online Consumer Reviews

Table 1.1 Descriptive information for the dataset, by website

Site	Product type*	Total number of reviews	Total number of words	Average # of words/review
<i>TripAdvisor</i>	Hotels (100)	300	59,811	199
<i>Amazon</i>	Various consumer goods (24)	200	36,198	181
<i>Netflix</i>	Movies (5)	100	11,408	114
<i>Epicurious</i>	Recipes (22)	300	17,518	58
<i>Yelp</i>	Restaurants (10)	100	18,432	184
TOTALS	161	1,000	143,367	147

* The number in parenthesis indicates the number of unique products for which reviews were collected. Multiple reviews were collected for each product.

Table 1.2 Summary of discourse features related to relational strategies

Discourse features	Examples	Functions
Discourse markers	<i>Well, You know, Now, Oh</i>	Mark interactivity; mark text as “speech like”
Imperatives and second-person pronouns	<i>Don't plan on sleeping. Upon closer inspection you will see.</i>	Address readers directly
Interactive metadiscourse	<i>What can I say Let me tell you</i>	Appeal for readers' continued interest and participation in reading the text; mark text as “speech like”
Questions	<i>Can you believe that? would we stay here again?</i>	Simulate give-and-take of conversation; elicit some type of overall evaluation of experience
Answers	<i>and yes, I always use an oven thermometer</i>	Simulate give-and-take of conversation; demonstrate a reviewer's credibility/ethos
Questions and answers (simulated dialogue)	<i>Would you toss whole strawberries [...] into your \$40 blender? No, so ya think someones gonna die? Yup.</i>	Simulate give-and-take of conversation; alignment, shared perspective

Skovholt, Karianne (2015)

“Doing Leadership in a Virtual Team: Analyzing Addressing Devices, Requests, and Emoticons in a Leader’s E-mail Messages

p. 103:

“Leadership is seen as a process, or an activity.”

thus analyses “Agenda-leader’s day-to-day email interaction with her group members, in addition to some of her external partners.”

p. 104:

“a tendency toward minimizing power differences in the interactions between individuals of different status, between leaders and their subordinates..”

“positive politeness strategies in order to mitigate the repressive content of an utterance.”

p. 106:

“Bell and Kozlowski (2002) identify two major functions of leadership:

team development (the development and shaping of team processes) and *performance management* (the monitoring and management of ongoing team performance and progress toward task accomplishment).”

“When teams cross institutional and cultural boundaries, often having different values and different sets of work procedures, it is more difficult for the leader to create coherence, or link employees together “so that they are ‘insiders’ in the team.”

Summary Tables 5:1 (p. 116) and 5:2 (p. 117)

Comment on linguistic features that signal Professional Discourse in two kinds of open reviews. Underline features of “emotional (intelligence)”. Highlight those signalling “polite” in yellow, “oral/proximity/addressivity” in blue, “praise” in green and “criticism” in red. ¶

¶
Interesting work, quite domain-specific, suboptimal focus and structure ¶

ICLR 2017 review AnonReviewer3 | Dec. 17, 2016 | Rating: 6: Marginally above acceptance threshold ¶

These are interesting contributions, but due to the many pieces, unfortunately, the paper does not seem to have a clear focus. [...] [T]he paper takes a quite domain-specific approach and discusses the pieces the authors used to obtain state-of-the-art performance for one problem. That is OK, but I would've rather expected that from a paper called something like "Improved knowledge transfer and distillation for text analytics". If accepted, I encourage the authors to change the title to something along those lines. ¶

The many pieces also made it hard for me to follow the authors' train of thought. I'm sure the authors had a good reason for their section ordering, but I didn't see the red thread in it. How about reorganizing the sections as follows to discuss one contribution at a time? 1,2,4,3,8 including 6, put 9 into an appendix and point to it from here, 7, 5, 10. [...] One clue that the current structure is suboptimal is that there are 11 sections... ¶

I like the authors' idea for transfer learning without catastrophic forgetting, and I must admit I would've rather liked to read a paper solely about that (studying where it works, and where it fails) than about the many other topics of the paper. I weakly vote for acceptance since I like the ideas, but if the paper does not make it in, I would suggest that the authors consider splitting it into two papers, each of which could hopefully be more focused. ¶

Confidence: 3: The reviewer is fairly confident that the evaluation is correct [Scale 1-5] ¶

5. Outlook

new technical opportunities → explore new practices with old tools?

(functional) linguistic concepts like

politeness, concessives, mitigation ...

correlate with non-linguistic concepts like

face, interaction, leadership ...

but

we need many more small case studies of current practices to confirm ad-hoc hypotheses of current conventions

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