

JACEK PRADELA

Politechnika Śląska

Jacek.Pradela@polsl.pl

## THE MEDICAL CONFERENCE POSTER AS AN EXAMPLE OF DISCOURSE COLONY

The present article attempts to discuss whether a medical conference poster intended for a specific English-speaking discourse community shares the properties of discourse colony (Hoey 1986). The author analyses 12 e-posters, which were displayed during an international neurological conference, presenting findings on epilepsy treatment. First, the author characterises the conference poster, which is followed by a description of discourse community and discourse colony. Next, the analysis of the e-posters is carried out and the results of the analysis are presented. On the basis of these results it might be said that the medical conference poster could be considered a discourse colony as it shares some of its properties.

*Keywords: conference poster, discourse colony, discourse community, specialised discourse*

### 1. Introduction

Poster presentation as way of presenting one's research to conference audiences or delegates has attracted considerable attention (Dubois 1985, Swales and Feak 2003, Shalom 1993) over the years and nowadays posters seem to be an important part of scientific conferences, of which "the field of medicine has been the main poster user" (Rowe 2017: 14). As a result, a great number of online guides, tips and techniques on how to construct a good conference poster can be found on the Internet (Davis 1997, Swales and Feak 2003, MacIntosh-Murray 2007, D'Angelo 2012, Rowe 2017). Although posters, as Swales (2004: 64) mentions, have "a second-class status" in some fields and in the past

were treated as “poor country cousins of papers” (Swales and Feak 2003: 81), they are a useful way of presenting one’s research to others and, as D’Angelo (2011: 15) puts it, “they constitute a valid and interesting alternative to paper presentations.”

The aim of this paper is not to discuss how to design a good conference poster, as this can be found in various online guides or traditional sources, or to interpret posters according to, for example, Hyland’s (2000) theoretical approach to textual metadiscourse, but rather to find out whether or not the medical conference poster shares the properties of Hoey’s (2001) discourse colony. The present paper with its preliminary data might serve as a basis for further research in that field.

## 2. Poster as a genre

*Oxford Advanced Learners Dictionary* (2005: 1176) defines a poster as “a large notice, often with a picture on it, that is put in a public place to advertise something.” As such it is used to inform the public about an upcoming event (e.g. a film or a concert) or to raise people’s awareness about some important issues which may include, for example, information concerning participation in general elections. A conference poster, on the other hand, is defined as “a summary of a piece of research displayed on a large card” (Shalom 1993: 39). Rowe (2017: 11) develops the idea further and stresses that it is “an interactive medium and serves to stimulate dialogue between the viewer and the presenter, which is a key aim of both conference attendance and poster presentation.”

The interest in the poster as a genre was initiated by Dubois’s (1985) article in which she discussed the importance of posters in oral presentations. The development of the poster as a genre is also explained by Swales (2004: 64):

...the birth and growth of the conference poster as a genre can be ascribed to the increase in the numbers of those who want or need to make “conference presentations,” a push to encourage fuller participation of graduate students, a greater opportunity for reporting on work-in-progress, and a semiotic shift in recent decades from the verbal to the multimodal.

Over the years they have gained in importance and status in certain areas of study, of which “physical and medical sciences” (Shalom 1993: 40) are the most prevalent. Swales and Feak (2003: 81) argue that “today most conferences and meetings have special sessions for the presentation of posters.” Such poster sessions have a number of advantages, some of which are worth mentioning. Firstly, there is limited time pressure, i.e. the poster authors, who are usually new

researchers, have three to five minutes for the presentation of their research “to an audience more limited in number, but particularly interested in the content of the research” (Dubois 1985: 74). This can later be followed by a less formal, sometimes one-to-one, discussion with other conference participants, which, in turn, may help them to make “personal contact with others in the field” (Swales and Feak 2003: 81) or “engage in socialising and networking” (D’Angelo 2012: 48). Secondly, as the conference posters are usually exhibited while the conference is taking place, they allow wider audiences to become familiar with the results of ongoing up-to-date research conducted by various research centres. Thirdly, advances in technology have made it possible to present conference posters by means of various apps, photos or slides, thus promoting their multimodality. For that reason, conference posters may come in different forms and sizes, depending on the purpose they serve.

In certain scientific fields (e.g. medicine) traditional paper poster presentations have been replaced by e-poster presentations (D’Angelo 2012), thus creating new possibilities of presenting one’s research, which may include audio and video clips, QR codes and hyperlinks. Even though one does not participate in a poster session due to the fact that one takes part in other concurrent activities, they can still have access to “an archive of posters” (D’Angelo 2012: 49) either through the smartphone/tablet application downloaded from the Internet (e.g. App Store, Google Play) or a dedicated webpage and become familiar with the content at home or at their convenience. Additionally, modern technology makes it possible to group e-posters according to a range of topics discussed during a conference.

In contrast, making a conference poster requires a lot of effort from its authors. Bearing in mind that a typical conference poster follows the conventional IMRAD (Introduction, Method, Results and Discussion) pattern as suggested by Nicol and Pexman (2003), one of the difficulties is the use of compressed language. While the poster is usually limited as to the size, the authors have to ensure that all the relevant content for each section of the poster is comprehensible to the conference participants. This, in turn, entails problems with editing, especially for those who are non-English speaking researchers and are going to participate in an international conference where English is the language of communication. As a result, the authors have to decide what language forms should be used so that all the necessary information is included and, at the same time, it is concise. Certainly, cooperation with a proficient user of the language in question (Badziński 2004) might be necessary in order to proof-read the content of the poster.

Apart from the linguistic constraints, another difficulty with the conference poster is what Swales and Feak (2003: 108) call “no captive audience,” i.e. the conference participants will not be interested in visiting the poster area because they have more “important” things to do or, as mentioned earlier, they can look at

them at home. Schwarz (2004 in Rowe 2017: 1) calls it the “paradox of choice” meaning that there is a great number of posters on display and it might be difficult to focus only on one particular poster. Additionally, being able to create the e-poster may require good IT skills. Therefore, it is important to know in advance from the organisers what form, traditional (i.e. paper) or digital (i.e. with a computer and a data projector), the poster session will take during the conference. Last but not least, each poster needs some peer review so that it can be accepted for the conference and later displayed. Nevertheless, posters offer interesting language material to analyse.

### 3. Discourse community

It must be stressed that poster sessions that take place at scientific conferences (e.g. medical, technical) are aimed at a specific discourse community which Richards and Schmidt (2010: 175) define as “a group of people involved in a particular disciplinary or professional area (e.g. teachers, linguists, doctors, engineers) who have therefore developed means and conventions for doing so.” In this case, it is for the neurologists that the conference was organised. Swales (1990: 24-27) develops the idea of discourse community in detail and specifies six principles that define it. The first principle describes common public goals each discourse community has. The second principle specifies various forms of communication within each community and these may include, for example, meetings or newsletters. The third principle focuses on discourse community members’ willingness to participate in information sharing. Another important principle defining a discourse community is the fact that it possesses different genres through which it will communicate its aims successfully. Additionally, a discourse community is characterised by specific lexis it uses. The last principle describes the changing membership of each community and provides conditions for its continuance.

Bearing in mind the above characteristics, it must be stressed that a neurological conference significantly affects the use of language that can be found in the posters. The specialist, field-specific vocabulary (*focal-onset seizures*, *arterial spin labelling*), abbreviations (*MTLE – Mesial Temporal Lobe Epilepsy*, *RSE – Refractory Status Epilepticus*), various MRI or CT scans, EEG data together with specialist graphs and tables will be virtually incomprehensible to a typical lay person who has no background knowledge of neurology or radiology.

## 4. Discourse colony

The term *discourse colony* was first mentioned in Michael Hoey's article "Discourse Colony: a preliminary study of a neglected discourse type" (1986) in which he aimed to "draw the attention of linguists to a special text-type which was neglected and disregarded at that time, and thus to differentiate it from mainstream text, i.e. continuous types of text, such as novels or essays" (Sustackova 2016: 66). Hoey (2001: 75) defines it as "a discourse whose component parts do not derive their meaning from the sequence in which they are placed. If the parts are jumbled, the utility may be affected but the meaning remains the same." According to Hoey, the texts that represent colonies include, for example, dictionaries, telephone books, TV listings or cookery books, and he also adds that "some people make more frequent use of these than they do of fictional texts" (2001: 72). It might be said that such texts are encountered and read by people on a daily basis

The idea of a colony is compared to a beehive or anthill that "are made up of many independent units, which are not interconnected in a physical sense, and the loss of one or more of them will not affect the viability of the colony" (Hoey 2001: 74). As mentioned above, this is contrasted to mainstream texts such as novels or essays, which become unintelligible or devoid of meaning if some parts of them are either removed or jumbled up

## 5. Research design and analysis

The research design is divided into three parts, each of which dealing with a different area. The first part describes the gathered corpus, its background and the basis for its analysis. The second part discusses the content of each of the e-posters and the third part provides the analysis of the e-posters according to the properties mentioned in part one. It must be stressed, however, that the analysis does not take into account the verbal component of the posters (i.e. interaction between the presenter and the viewer), which is usually part of poster presentations.

### 5.1. Corpus description and methodology

The author of the article analysed 12 e-posters, displayed at an international neurological conference during the poster session that took place in Warsaw in March 2018, showing findings on epilepsy treatment. This was only one of many health issues discussed at that conference. All of the e-posters were designed and made by doctors and scientists specialising in the following fields: neurology,

psychology, psychiatry and radiology. The e-poster authors represented various research centres and departments from across Poland, Ukraine, South Korea, Croatia, India, Georgia and Romania.

The presence of the 9 properties of Hoey's (2001) discourse colony enumerated below is the basis for their further analysis:

1. Meaning not derived from sequence.
2. Adjacent units do not form continuous prose.
3. There is a framing context.
4. No single named author and/or anonymous.
5. One component may be used without referring to the others.
6. Components may be reprinted or reused in subsequent works.
7. Components may be added, removed or altered.
8. Many of the components serve the same function.
9. Alphabetic, numeric or temporal sequencing.

The texts that Hoey describes as colonies include, among others, dictionaries, encyclopaedias, newspapers, classified adverts, bibliographies, academic journals or shopping lists and they all share to a greater or lesser degree the above mentioned properties.

The aim of the analysis is to check whether and how the analysed texts fulfil the criteria above and to answer the question whether conference posters may be classified as discourse colony.

## **5.2. Poster content and structure elements**

Each of the analysed e-posters contained three sections: titles, authors and the authors' affiliation. Furthermore, most of the e-posters followed the above-mentioned conventional IMRAD pattern. All the sections were independent blocks vertically arranged that could be easily shuffled within the e-poster. Four of the e-posters also contained abstracts. Half of them contained a list of references. All of the e-posters included visual content (i.e. various MRI or CT scans, EEG data, specialist graphs and tables) to support the written word. The Appendix at the end of the article presents the list of sections included in each analysed e-poster. Figure 1 below provides a typical layout of the analysed medical conference e-posters.

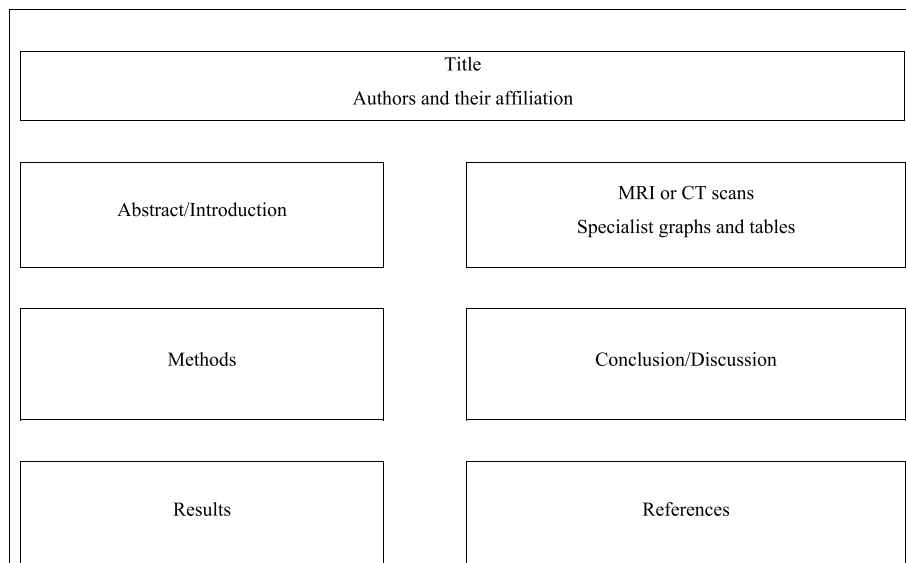


Fig. 1. A typical layout of the analysed medical conference e-posters (own study based on Dubois 1985, Swales & Feal 2000, Rowe 2017)

### 5.3. Conference e-poster analysis

The analysis of the e-posters was conducted according to the 9 properties of Hoey's discourse colony.

#### 5.3.1 *Meaning not derived from sequence*

According to Hoey (2001), no section of the discourse colony is dependent on other sections for their meaning. Bearing in mind that the analysed e-posters follow the IMRAD pattern, where every section plays a specific role and contributes to the global understanding of the problem explained in the e-poster, it can be said that the sections in all the e-posters are meaningfully connected with one another. Moreover, the layout of the e-poster resembles, in fact, that of a small-scale research article. It appears that the e-poster does not share this property.

#### 5.3.2 *Adjacent units do not form continuous prose*

The second property is closely connected to the first and states that the sections of the colony, contrary to the mainstream texts, are not connected with one another – they stand on their own. The analysis shows, however, that the sections included in the e-posters form continuous prose to some extent and, therefore, they do not share this property. In certain sections (i.e. methods, conclusions), there is some reference to other sections (i.e. abstract, introduction) of the e-poster, which can be seen in the following examples:

- *Our analysis indicates that 70.3% findings ...* (reference to the Materials and Methods section, Poster 2 )
- *Group A: of 19 patients, 15 (79%) had ASL changes ...* (reference to the Methods section, Poster 5)
- *The study has showed that frequency of GG genotype ...* (reference to the Abstract section, Poster 11)

Another interesting feature of the analysed e-posters is also the fact that their authors used deictic expressions such as *this* to refer to the specific study discussed in the e-poster. The aim, thus, is to guide the reader through the text. Russell, Gregory and Gates (1996: 543) believe that “a poster should speak for itself, without any additional explanation by the presenter.” For that reason, the use of such expressions in the poster is justified.

### 5.3.3 *There is a framing context*

A framing context, as Hoey (2001: 79) mentions, “will provide conditions for the interpretation of the colony or alternatively provide a characterisation of the colony.” Additionally, Hoey (*ibid.*) says, “the framing context will in many instances include [...] also a date of operation or applicability.” Bearing the above in mind, one may confirm the existence of the framing context, which includes the title of the organised conference and a dedicated conference webpage (see Fig. 2 below) or smartphone application with guidelines for future



The screenshot shows the homepage of the 12th World Congress on Controversies in Neurology (CONY) 2018. The header includes the CONY logo, the event title, and dates (March 22-25, 2018 | Warsaw, Poland). A navigation bar lists: HOME, PROGRAM, CONGRESS INFORMATION, REGISTRATION & ACCOMMODATION, SUPPORT & EXHIBITION, USEFUL LINKS, and CONTACT US. A sidebar on the left contains links for: SECTION HEADS, PAST CO-CHAIR, MAIN TOPICS, PRZECZYTAJ PO, WELCOME NOTE, DEAR FRIENDS AND COLLEAGUES, WE ARE PROUD TO HAVE YOU IN POLAND ON MARCH 22-25, 2018, ARE YOU READY TO SHARE YOUR KNOWLEDGE AND EXPERIENCE?, and ABOUT WARSAW. The main content area features a list of links: ABSTRACT SUBMISSION, E-POSTER PRESENTATION SESSIONS, POSTER AWARDS, LIST OF E-POSTERS, YOUNG INVESTIGATOR SCHOLARSHIPS, BEFORE YOU TRAVEL, CULTURAL PROGRAM, TIPS AND HINTS, CME, ITALIAN AGENT, and CONY 2017 WEBCAST. A large image of a city square is displayed with a '26 CME Credits' badge. A welcome note at the bottom right states: 'The 12th World Congress on Controversies in Neurology (CONY) will take place in Warsaw, Poland. The field of neurology has witnessed enormous growth in clinical and basic data. Conferences are held for thorough discussions. Consequently a gap appears between the expansion of the field and the need for a platform for international experts to discuss and compare experiences... Read more >

Fig. 2. A dedicated webpage to the conference  
(retrieved from <http://www.comtecmed.com/cony/2018/Default.aspx>, accessed 8.04.2020)



conference participants. Furthermore, the conference programme always specifies on what day, at what time and the venue at which the poster session will take place. This is done to inform the delegates of the upcoming event.

#### **5.3.4 No single named author and/or anonymous**

Each of the analysed e-posters has more than one author - there are usually between two and five authors of every e-poster. As Hoey (2001: 81) puts it, "... a colony [...] has multiple authors who are responsible for components of the text but not for the whole." Therefore, each author is responsible for some section of the poster which stands as "a separate communication" (ibid.). What is worth mentioning is the fact that some e-poster authors come from different research centres/departments but within the same country. Although it is easy to see who the authors of the e-posters are, one does not know which section was written by which author. In this way some anonymity is also ensured. The use of language (personal pronouns and possessive adjectives) also reflects authors' conference collaboration in the making of e-posters:

- *We concluded that the antegrade amnesia was a manifestation of persistent focal seizure activity.* (Poster 6)
- *In this study, we aimed to evaluate the changes of structural connectivity in left and right MTL with hippocampal sclerosis using voxel-based morphometry (VBM) on patients with well-controlled, seizure-free state.* (Poster 9)
- *We attempted to redraw sedation, but the seizures restarted and therefore sedation was continued.* (Poster 10)

From the examples above it might be said that first person plural pronouns refer to what Ivanic (1998, in Paltridge 2012: 28) calls "the concept of the discursual self," the aim of which is to self-represent in academic writing and perhaps win recognition.

#### **5.3.5 One component may be used without referring to the others**

Sections of the poster may be used in isolation, i.e. they do not have to be used in reference to other parts of the poster. This, obviously, holds true during poster presentations when the delegates have limited time to acquaint themselves with the whole content of numerous posters on display. Using various reading techniques, of which scanning (i.e. looking for specific information) appears to be the preferred one, the delegates try to find the information that is of most interest to them and will capture their attention. It may be the case that reading one section of the poster will influence the conference participant's decision to continue reading the remaining sections. Additionally, each section of the poster

has a title, making it easier to find the required information. In most of the analysed e-posters, the authors put the text and other elements in frames so that they form a separate block. One may say that poster sections can be read independently.

### ***5.3.6 Components can be reprinted or reused in subsequent works***

Hoey (2001) suggests that different parts of the colony can be reprinted or reused in subsequent works. Does a medical conference e-poster share this property? The answer to this question is not that obvious. On the one hand, in laminated form or as a slide it can be part of “long-term display” (American Society in Microbiology 2004, in MacIntosh-Murray 2007: 369) in “research units or academic departments” (ibid.) if it is of great scientific value. Some posters can be accessed through various database webpages or online journals of scientific posters (D’Angelo 2011). Additionally, making use of technology, as discussed earlier in this paper, will allow the conference participants to take the posters home and use them as reference material (e.g. bibliography/references, some citation) for their further work or study. Also, the conference organisers may issue a post-conference publication which will include some sections (e.g. abstracts) of the displayed posters. Finally, it is a common occurrence that poster authors copy the introduction, conclusions and references sections and paste them into an article they are going to write. Other sections will require some further modification. On the other hand, presenting the same content of the poster at different neurological conferences is not a common occurrence and may backfire for some reasons. One of them is the thematic scope of other conferences. If the poster does not meet the criteria of the conference, it will be rejected. Additionally, poster authors must inform the conference organisers that the posters they are going to display have not been presented anywhere else. (For the reasons mentioned above, none of the analysed posters is presented in this paper.)

### ***5.3.7 Components may be added, removed or altered***

This property of discourse colony is closely connected with the previous one. Supposing one would like to conduct the research again, but with a different sample of subjects (i.e. number, sex and age), would it be possible to add, remove or alter the components of the existing poster? It appears that it would. The layout of the poster would still be the same, only the content would change. As Hoey (2001: 83) argues: “[...] as long as there is no cross-referencing (i.e. referring the reader to different parts of the text for further information), new components can be inserted, or old ones removed, without any changes to the surrounding text.”

### 5.3.8 *Many of the components serve the same function*

The function of all the components of the medical e-poster is to inform the reader, and in this case the conference participants, firstly about health-related problems and, secondly, about the effects of administered procedures. It is hoped that the presented results and conclusions will contribute to better understanding of the given disease. This results partially from the purpose for which the e-poster was created – to inform the public.

### 5.3.9 *Alphabetic, numeric or temporal sequencing*

The last property that Hoey mentions is the ordering system according to which the colony is made up. It appears that neither alphabetic (i.e. ordering system characteristic of dictionaries or bibliographies) nor numeric (i.e. ordering system characteristic of examination papers or exercises) sequencing is characteristic of the poster, nor temporal. The IMRAD pattern is the one according to which all of the analysed e-posters were created. However, the analysis revealed that this property is present to some extent in one of the sections of the e-posters, i.e. References/Bibliography. Bibliographies are colonies themselves and they have 7 out of 9 properties suggested by Hoey (2001). Unfortunately, the authors of the e-posters did not follow the alphabetic order required in this type of sequencing and the components of this section were randomly ordered.

## 6. Summary and conclusions

This part of the article will try to give an answer to the question whether the medical conference poster is an example of discourse colony.

On the basis of the analysis it must be said that the medical conference e-poster shares some of the properties of discourse colony. The table below presents the results of the analysis. The key to the interpretation (Hoey 2001: 88) of the table is below:

+/- indicates whether a colony has this property

? indicates that it is arguable whether a colony has this property or that a colony may not always have this property

Table 1. Properties of discourse colony in a medical conference e-poster (based on Hoey 2001)

Properties of discourse colony	The conference poster
Meaning not derived from sequence.	?
Adjacent units do not form continuous prose.	?

There is a framing context.	+
No single named author and/or anonymous.	+
One component may be used without referring to the others.	+
Components may be reprinted or reused in subsequent works.	+
Components may be added, removed or altered.	?
Many of the components serve the same function.	+
Alphabetic, numeric or temporal sequencing.	+/-

The properties 1, 2 and 5 of Hoey's discourse colony are closely connected with one another. Reading the conference e-poster content depends on what the conference participants will find interesting in its composition. For example, one may just have a glance at the title of the e-poster and resign from reading other sections if they are of no genuine interest to him/her or, on the other hand, one will only look at the methods used in the experiment. It might also be the case that it is the conclusions or the references that will be of practical value to the participants. In either case, the reader will use *scanning*, a reading technique characteristic of colonies. As Hoey (2001: 89) puts it, "colonies, [...], have largely arisen in response to this kind of reading strategy: they are organised so as to allow the reader to select what he or she needs."

The information about the conference itself and the conference programme with the date and time of the poster session, distributed beforehand to all the conference participants, will obviously create the framing context (property 3).

Medical posters are collaborative work and they are hardly ever written by a single author, and they guarantee some anonymity (property 4). It is not known, though, who is responsible for which section of the poster.

Properties 6 and 7 refer to reusing and adapting the content of the e-poster, respectively. As the analysis above showed, there are situations where reprinting or reusing e-posters is acceptable. It is a good idea to find out whether the material can be copied without infringing copyright. Besides, it is arguable whether displaying the same poster over and over again looks professional. As far as adapting (i.e. adding, removing or altering) the content of the e-poster is concerned, in certain situations it would mean making a new poster. Medicine is a field where individual differences matter a lot and changing one variable would involve changing a series of other variables.

As the analysis showed, the aim (property 8) of conference e-poster is to familiarise the delegates with the results of the study. Moreover, in certain situations it may encourage other conference participants to contact the research centres or the poster authors when the need arises. Additionally, it may result in collaboration between different research centres if they specialise in similar areas.

Finally, the medical conference e-poster does not share any of the ordering systems (property 9) suggested by Hoey (2001) with the exception of the References section. This, however, will depend on whether the poster writers carefully review it before the display. One of the reasons might be the fact that in contrast to newspapers, encyclopaedias or dictionaries, which are multi-page books, the conference poster consists of only one page.

To sum up, there are different types of text colonies, of which dictionaries, encyclopaedias and telephone books are the ones which share all the 9 properties. Although the medical conference e-poster is not included in Hoey's original classification of text colonies, it could be considered as such, sharing some of its properties.

## Appendix E-poster structure elements

- Poster 1**    Research centre logo/ Title/Authors and their affiliation /Introduction/Methods/ Results/Conclusions
- Poster 2**    Research centre logo/Title/Authors and their affiliation/Introduction/Materials and Methods/Results/Conclusions/References
- Poster 3**    Title/Authors and their affiliation Introduction/Results/Conclusions/References
- Poster 4**    Title/Authors and their affiliation/Introduction/Methods/Results/Conclusions/References
- Poster 5**    Research centre logo/Title/Authors and their affiliation/Objectives/Methods/ Results/Conclusions
- Poster 6**    Research centre logo/Title/Authors and their affiliation/Introduction/Case/ Conclusions
- Poster 7**    Title/Authors and their affiliation/Conclusions
- Poster 8**    Title/Authors and their affiliation/Abstract/Introduction/Methods/Results/Con- clusions/References
- Poster 9**    Research centre logo/ Title/Authors and their affiliation/Abstract/Methods/ Results/Conclusions
- Poster 10**    Research centre logo/Title/Authors and their affiliation/Abstract/ Case presentation/Results/Conclusions/References
- Poster 11**    Research centre logo/ Title/Authors and their affiliation Abstract/Methods/ Results/Conclusions
- Poster 12**    Research centre logo/ Title/Authors and their affiliation/Introduction/Methods/ Results/Conclusions/References

## References

- Badziński, A. 2004. On the necessity of cooperation between the professional translator and the medical practitioner in the process of translation. In E. Borkowska and A. Łyda (eds.), *Studies in Language, Culture and Literature*, 117-125. Katowice: WSZMIJO.
- Davis, M. 1997. *Scientific Papers and Presentations*. San Diego, California: Academic Press.
- D'Angelo, L. 2011. Academic posters across disciplines: A preliminary study. In D.S. Giannoni and C. Ciarlo (eds.), *Language Studies Working Papers*. Vol. 3, 15-28. University of Reading. <[http://www.reading.ac.uk/web/files/english-language-and-literature/ell\\_language\\_3\\_D\\_Angelo\\_vol\\_3.pdf](http://www.reading.ac.uk/web/files/english-language-and-literature/ell_language_3_D_Angelo_vol_3.pdf)>
- D'Angelo, L. 2012. From posters to e-posters: The evolution of a genre. In C. Ciarlo and D.S. Giannoni (eds.), *Language Studies Working Papers*. Vol. 4: 46-54. University of Reading. <[http://www.reading.ac.uk/web/files/english-language-and-literature/elal\\_LSWP\\_Vol\\_4\\_DAngelo1.pdf](http://www.reading.ac.uk/web/files/english-language-and-literature/elal_LSWP_Vol_4_DAngelo1.pdf)>
- Dubois, B.L. 1985. Popularization at the highest level: Poster sessions at biomedical meetings. *International Journal of Sociology of Language* 56: 67-84.
- Feak, C.B. 2014. ESP and speaking. In B. Paltridge and S. Starfield (eds.), *The Handbook of English for Specific Purposes*, 35-53. Oxford: Wiley Blackwell.
- Hoey, M. 1986. Discourse colony: A preliminary study of a neglected discourse type. In M. Coulthard (ed.), *Talking About Text: Studies Presented to David Brazil on his Retirement*, 1-26. English Language Research. University of Birmingham.
- Hoey, M. 2001. *Textual Interaction: An Introduction to Written Discourse Analysis*. Abingdon: Routledge.
- Hyland, K. 2000. *Disciplinary Discourses: Social Interactions in Academic Writing*. Harlow: Longman.
- Ivanic, R. 1998. *Writing and Identity: The Discoursal Construction of Identity in Academic Writing*. Amsterdam: John Benjamins.
- MacIntosh-Murray, A. 2007. Poster presentations as a genre in knowledge communication: A case study of forms, norms, and values. *Science Communication* 28: 347-76.
- Nicol, A.A.M and P.M. Pexman 2003. *Displaying your Findings: A Practical Guide for Creating Figures, Posters, and Presentations*. Washington, DC: American Psychological Association.
- Paltridge, B. 2012. *Discourse Analysis: An Introduction (2<sup>nd</sup> ed.)*. London/New York: Bloomsbury Academic.
- Richards, J.C. and R. Schmidt 2010. *Dictionary of Language Teaching and Applied Linguistics (4<sup>th</sup> ed.)*. Harlow: Pearson Education Limited.
- Rowe, N. 2017. *Academic and Scientific Poster Presentation: A Modern Comprehensive Guide*. Cham: Springer.
- Russell, C.K, D.M. Gregory and M.F. Gates 1996. Aesthetics and substance in qualitative research posters. *Qualitative Health Research* 6(4): 542-52.

- Schwarz, B. 2004. *The Paradox of Choice: Why More is Less*. New York: Harper Collins.
- Shalom, C. 1993. Established and evolving spoken research process genres: Plenary lecture and poster session discussions at academic conferences. *English for Specific Purposes* 12: 37-50.
- Sustackova, V. 2016. Personal advertisements as text colonies: Features and types of colonies. *Discourse and Interaction* 9/1/2016: 65-77. <[https://pdfs.semanticscholar.org/4ae6/09165a810c12fec731d7b8d15b7e0742b27b.pdf?\\_ga=2.144130869.1024585716.1587314563-12890197.1587314563](https://pdfs.semanticscholar.org/4ae6/09165a810c12fec731d7b8d15b7e0742b27b.pdf?_ga=2.144130869.1024585716.1587314563-12890197.1587314563)>
- Swales, J.M. 1990. *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
- Swales, J.M. 2004. *Research Genres*. Cambridge: Cambridge University Press.
- Swales, J.M. and C.B. Feak 2000. *English in Today's Research World*. Ann Arbor, MI: University of Michigan Press.

### Internet pages

<http://www.comtecmed.com/cony/2018/Default.aspx> 2020-04-15