

‘That is very important, isn’t it?’

Content-oriented questions in British and Montenegrin university lectures

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This study explores the use of content-oriented questions in British and Montenegrin university lectures. It examines their formal realisation, their frequency and their contextual functions, as well as the differences and similarities related to these questions between British linguistics lectures taken from the standard British corpora, and a specially compiled corpus of Montenegrin linguistics lectures. Compared to previous studies on content-oriented questions, one modified and five new functions are revealed, alongside one new formal realisation. The main differences between the corpora include the greater frequency of content-oriented questions in the Montenegrin lectures and a new questioning realisation, found only in the Montenegrin corpus, which is potentially attributable to differences between academic cultures. The major similarities relate to the use of the four most common question forms, which perform the same contextual functions. This contrastive study thus provides insights into the additional communicative functions and forms of content-oriented questions in university lectures.

Keywords: university lectures, linguistics lectures, British lectures, Montenegrin lectures, questions, content-oriented questions

1. Introduction

The lecture is considered to be the “central aspect of tertiary education” (Suviniitty 2010, 46), an academic genre that has remained a primary teaching method despite the emergence of educational tools such as online learning, multimedia presentations, seminars, tutorials and project work, which often serve only a supplementary role (King 2003, 2). The lecture enables the transmission of knowledge in a particular academic discipline. Lecturers convey their views, ideas

and thoughts to students through this medium, which is regarded as the most important teaching forum at the university level (Flowerdew and Miller 1996, 121). As lectures may include sizeable monologue stretches (Thompson 1998, 137), lecturers often face the difficulty of engaging students' attention and maintaining their interest. To overcome it, they employ a wide variety of involvement strategies, one of which is the use of questions (Thompson 1998, 138).

Questions play a fundamental role in learning in the educational setting. "All learning begins with questions. Questions cause interactions: thought, activity, conversation or debate" (Chuska 1995, 7). At the tertiary level, questions remain of great significance. Lecturers employ them for different purposes. For example, they may be used as important interactional devices to engage students in a dialogue "where they may 'discover' answers through mutual reflection and reasoning, thereby developing an inquisitive and critical approach to learning" (Crawford Camiciottoli 2008, 1217). Apart from questions addressing students, lecturers also pose and answer questions themselves with the aim of drawing students' attention to the content of the lecture. By posing content-oriented questions, a lecturer "assumes his student audience would like to ask and he uses the question as an information focus, a way of pointing attention to the answer" (Bamford 2005, 129). They represent key tools which are asked and answered to assist information processing (*ibid.*) which in turn helps to "activate and facilitate the learning process" (Crawford Camiciottoli 2008, 1216). Taking their pedagogical significance into account, it thus seems necessary to further explore questions in academic lectures.

As content-oriented questions represent an important attention-grabbing device as a particular a strategy employed to focus students' attention on the lecture content and guide students through it, the current study specifically investigates this question category. It aims to examine the formal realisation, frequency and contextual functions of content-oriented questions in British and Montenegrin¹ lectures. It also explores the similarities and differences in the forms, frequency and functions of this question category, found in a comparison of the electronically available corpora of British lectures and a specially compiled corpus of Montenegrin university lectures.

The reason for conducting this contrastive study lies in the internationalisation of higher education, notably thanks to various staff mobility programmes, student exchanges and the implementation of EMI (English as a medium of instruction) study programmes. The Erasmus+ mobility teaching programme,

1. The regional varieties of the language that was formerly called Serbo-Croatian also include Serbian, Bosnian and Croatian, which together with Montenegrin form the dialect continuum of the South Slavic languages.

among others, enables Montenegrin lecturers to deliver lectures in English at international universities, as well as allowing lecturers from abroad to come to the University of Montenegro and give lectures in English to Montenegrin students. Furthermore, due to a range of different scholarship schemes, Montenegrin students have the opportunity to study at foreign universities offering courses in English. Additionally, Montenegro, as a country where English is not an official language, is seeking to become more international by currently developing and implementing study programmes for international students that are taught in English. In this context of the internationalisation of university lecturing and learning, studies such as the current one could have methodological value and make a potential contribution to our further understanding of tertiary education settings.

2. The theoretical background

2.1 An overview of studies on questions in academic lectures

Various studies have been undertaken to provide insight into how lecturers use questions. Some of the most relevant include Thompson (1998), Bamford (2000, 2005), Crawford Camiciottoli (2008), Schleaf (2009), Suviniitty (2010) and Chang (2012).

Thompson (1998) explored question types and their use in a mixed British corpus of 10 scientific and linguistic academic lectures and 23 research presentations. She was the first to introduce the broad functional division between *content-oriented* and *audience-oriented* questions. Within the first category, Thompson (1998) explored two formal realisations and identified two functions – *raise an issue* and *introduce information*. As she analysed these functions collectively, not separating their use in lectures and research talks in English, some modifications and new functions may be identified by examining larger corpora that are composed exclusively of lectures.

Bamford (2000, 2005) specifically investigated *question/answer sequences* characterised by one interactant performing both the questioning and answering roles in a corpus of 11 lectures delivered by English native speakers in the subfields of economics. Bamford (2000, 161) examined how lecturers used *question/answer pairs* as “an effective attention-focusing mechanism” (Bamford 2005, 126). Her analysis involved a qualitative approach, without providing the data on the relative frequency of the forms and various contextual functions of the lecturers’ *question/answer sequences*.

Following Thompson's functional division (1998), Crawford Camiciottoli (2008) examined the use of questions in two different communicative modes – lectures and written instructional material. In the corpora of 12 lectures given by native and non-native speakers of English and the written text material in the field of business studies, she analysed three question forms – wh-, yes/no and alternative questions – dividing them between content-oriented and audience-oriented questions. Crawford Camiciottoli (2008, 1222) determined two functions of content-oriented questions, *focusing information* and *stimulating thought*, which she herself qualified as “two broad functional categories”. Her contribution was to reveal that mode could have a marked influence on the use of three question forms in spoken lectures as opposed to written text material.

Schleef (2009) focused on German and American academic style in general, exploring the MICASE corpus of lectures and seminars and a self-designed corpus of German lectures in the natural sciences and humanities. Among other linguistic items reflecting the lecture style, he investigated the connection between certain question forms and academic style in the two different academic cultures rather than distinguishing between content-oriented and audience-oriented questions. Schleef (2009, 1121–1122) concluded that the American instructors used interactive questions more frequently to create a more interactive classroom than their German colleagues, and suggested conducting further contrastive studies on the use and function of questions in lectures.

Suviniitty (2010) examined the relation between lecturers' questions and students' perceptions of comprehension of 6 lectures given by Finnish nonnative speakers of English in English as a *Lingua Franca* (ELF) situations. She reported that students viewed lectures with a greater number of questions as well-comprehended, while lectures with fewer questions were viewed as less-comprehended. Suviniitty classified the questions into two general categories – *genuine* questions, where a response is expected, and *rhetorical* questions, where a response is not expected from the audience. The *rhetorical* questions were further divided into those primarily concerned with focusing and organising. This classification needs to be revised given that the *genuine* question category appears to be broad, as Suviniitty states herself (2010, 48), and the rhetorical one should be distinguished from content-oriented questions since a rhetorical question (e.g. *Who knows?*) “has the force of a strong assertion” and “generally does not expect an answer” (Quirk et al. 1985, 825). Content-oriented questions are those that are both posed and answered by lecturers. The specific formal realisations of content-oriented questions were not discussed in Suviniitty's paper. Hence, a more fine-grained functional and specific formal question division appears necessary.

Combining Thompson's (1998) and Crawford Camiciottoli's (2008) question taxonomies, Chang (2012) explored the use of questions in 15 lectures taken from the MICASE, in three broad academic divisions: the social sciences, the humanities and arts and the physical sciences. Following Thompson (1998), Chang distinguished between content-oriented and audience-oriented question categories. She found that wh-, yes/no and declarative/imperative + word tag questions were the three most common question forms across the corpus as a whole, with their relative frequencies not being identical in each academic division. In terms of the functions of content-oriented questions, Chang followed Crawford Camiciottoli's (2008) division of the questions into two broad functions, *focusing information* and *stimulating thought*. With regard to the use of questions in academic lectures in the three broad academic divisions, Chang (2012) revealed the stronger impact of the lecture genre than that of being in a disciplinary culture, and recommended additional research with a larger corpus to verify her findings.

2.2 The current study and research questions

From the review above, it can be concluded that only Schleef (2009) provided a contrastive analysis of lectures given in two different languages, in that case English and German. Nonetheless, he was interested in the style of American and German lectures and seminars, and analysed questions, among other linguistic features, influencing the academic style and the forms of interaction in general. Thompson (1998), Crawford Camiciottoli (2008) and Chang (2012) examined content-oriented questions in their respective corpora in English. They identified two contextual functions related to these questions. Thompson (1998) reported on two forms of content-oriented questions without determining their overall normalised frequency distribution, even though normalised frequency provides a basis for the accurate comparison of raw frequency counts from texts of different lengths (Biber et al. 1998, 263). Crawford Camiciottoli (2008) presented the overall normalised frequency distribution of three formal realisations of content-oriented questions in her corpus. Chang's (2012) study provided a detailed functional and formal framework exploring the MICASE corpus. However, there remains the lack of investigation of the use of content-oriented questions in British lectures. It is assumed that there could be a variation in the employment of content-oriented questions between American and British lectures given that they are delivered in "different academic cultures" (Lin 2012, 118). As "BASE lectures are mainly monologic, whereas those in MICASE are classified into monologic, interactive and mixed" (ibid.), it is supposed that the exploration of the British lectures from the corpora under study could lead to modifications in existing formal and functional content-oriented question classifications.

To the best of the author's knowledge, none of the researchers have thus far paid attention to the impact of different languages on the forms and use of questions in academic lectures. As such, the employment of questions could be, to some extent, culturally bound. Montenegrin is the language of an academic culture that is rather limited in scale compared to English, which is the *lingua franca* of academia. Nonetheless, as Montenegrin belongs to the group of South Slavic languages, it provides an example of a non-English academic culture, more precisely a Slavic academic culture. Some contrastive studies on written academic genres in English and Slavic languages (English–Bulgarian, Vassileva 2001; English–Ukrainian, Yakhontova 2002) reveal that the variations observed between the languages in the use of studied linguistic features are attributed to, among other elements, different academic cultures. Starting from these results and taking into account the relative lack of contrastive research on content-oriented questions in lectures as a type of spoken academic genres, English and Montenegrin can therefore be taken as being representative of different academic cultures. The current study thus compares and examines content-oriented questions in British and Montenegrin university lectures, with the intention of discovering the possible similarities and differences in question forms, their frequency and functions. It tackles the following research issues:

- RQ 1. What forms of content-oriented questions are used in British and Montenegrin lectures and what is their frequency?
- RQ 2. What contextual functions do such questions perform?
- RQ 3. Are there similarities or differences in the forms, frequency and functions of this question category between the corpora?

Given that this contrastive study investigates content-oriented questions in lectures in two different languages, it is assumed that it will lead to findings showing variations in questioning practices employed by British and Montenegrin lecturers. On the other hand, as the lecture represents an established spoken academic genre in academic communities worldwide, it is supposed that the study will reveal certain similarities with regard to British and Montenegrin lectures.

Exploring the questioning practices of British and Montenegrin lecturers could contribute to a view of the phenomenon as linked not only to one language, and point to certain elements shared by the two academic communities. As the comparison of languages can reveal what is general and what is language specific and, therefore, important both for the understanding of language in general and for the study of the individual languages compared (Johansson and Hofland 1994, 25), the investigation of content-oriented questions could thus facilitate a better understanding of this linguistic feature, both at the level of the specific languages and in general.

3. Data and methodology

3.1 The corpus

The corpus compiled for this study consists of 24 university lectures in the field of linguistics, containing a total of 181,008 words. The lectures are subdivided into two corpora: one British and one Montenegrin. Lectures in the field of linguistics were chosen, as it is the discipline with which the author is the most familiar, and from which the author was in a position to collect the corpus of Montenegrin lectures.

The British corpus includes 12 academic lectures (94,242 words) on various linguistics topics – seven lectures were extracted from the BASE² corpus, one lecture from the British National Corpus (BNC)³ and four lectures from the University of Reading and its SACLL (Self-Access Centre for Language Learning). The total length of the recordings in the corpus was 10 hours, 55 minutes and 24 seconds.

To compare the British material to the Montenegrin corpus, the same number ($n=12$) of academic lectures in the linguistics field was explored. As an electronic corpus of Montenegrin academic spoken and written language has not yet been created, a corpus of Montenegrin lectures was compiled. The lectures⁴ which were given in undergraduate and graduate level university courses were first audio-recorded. They were delivered by different lecturers, who were all Montenegrin native speakers and either Assistant, Associate, or Full Professors of Linguistics. The audio files were then transcribed, applying the common transcription symbols used in discourse analysis. The analysed Montenegrin data include 86,766 words with a total duration of 12 hours, 43 minutes and 26 seconds. Full details of the British and Montenegrin corpora are provided in the Appendix.

The Montenegrin lectures exhibit a high to medium degree of interactivity, with 361 exchanges initiating a student response, whereas the British ones exhibit a medium and low interactivity degree with 171 exchanges (Živković 2015, 2021). Three British lectures are true monologues, while all the Montenegrin lectures invite audience participation.

2. The recordings and transcriptions used in this study come from the British Academic Spoken English (BASE) corpus, which was developed at the Universities of Warwick and Reading under the directorship of Hilary Nesi (Warwick) and Paul Thompson (Reading). Corpus development was assisted by the Universities of Warwick and Reading, BALEAP, EURALEX, the British Academy and the Arts and Humanities Research Board.

3. The written part of the BNC forms 90%, whereas the spoken part constitutes 10% of the BNC.

4. Formal permission to record lectures at the University of Montenegro was obtained.

For comparative reasons, the British and Montenegrin corpora have the following features: (a) they contain the same number of university lectures in the field of linguistics, (b) they cover various topics within this subject field, (c) they were delivered by lecturers in a university context, (d) all the lecturers are either British English or Montenegrin native speakers.

3.2 Analysis

The analysis of content-oriented questions was done in several steps. The first included a manual search for all the formal realisations where lecturers asked questions and then answered themselves in both corpora. The question forms were identified following the presence of lexico-grammatical signals pointing to a specific question form. The second step encompassed a qualitative analysis to supply information on the contextual functions of the identified forms. It was necessary to carefully examine what was used before and what occurred after the question, since an awareness of the wider discourse context is always important for an accurate interpretation of the function or discursive meaning of an interrogative (Holmes and Chiles 2010, 192). For comparative reasons, a quantitative analysis was conducted, which included calculating the absolute frequency of each formal realisation and their functions, their relative frequency and a normalised frequency per 1,000 words. Both the audio files and an additional researcher were also consulted in the identification of certain question forms and functions, as is explained further in Sections 3.2.1 and 3.2.2.

3.2.1 Question forms

Content-oriented questions were realised through a range of different question forms. Their identification in the British corpus was based on Quirk et al. (1985), Biber et al. (1999) and Bamford (2005). In terms of the Montenegrin lectures, the question forms were determined following Mrazović and Vukadinović (1990) and Piper et al. (2005). In addition, there was one type of question realisation which did not conform to the syntactic rules for the interrogative form and which was not recognised in the above-mentioned literature. It was named as *questions with a question word/phrase at the end*. The question forms were then classified into the five most frequently employed types: *tag, wh-, yes/ no, questions with a question word/phrase at the end* and *multiple questions* (see Table 1).

Bamford (2005, 136) used the term *double questions* for two questions in a row that were both posed and answered by lecturers, whereby “the first question is reformulated and re-specified” in the second one. The term was changed into one more appropriate to this study – *multiple questions*, because British and Montenegrin lecturers also, on occasion, asked three or four questions in a row (see

Table 1). Thus, this term simultaneously covers two, three, four or more questions in a row.

Table 1. The analysed forms of content-oriented questions in British and Montenegrin lectures

Content-oriented questions	Examples
1. Tag questions	but also teenagers have slang words don't they (sslcto38) <i>Konkretna realizacija foneme je glas, jel' tako?</i> (ML ₂) 'A concrete realisation of a phoneme is a sound, isn't it?'
2. Wh-questions	So what is it that makes a conversation work? (EL ₉) <i>Zašto se ove skraćenice razlikuju od prethodno pomenutih skraćenica?</i> (ML ₉) 'Why are these abbreviations different from the previously mentioned abbreviations?'
3. Yes/no questions	Was that a good idea? (EL ₁₁) <i>Da li može da li možete da dođete do toga da se oba govornika ili grupa grupa sagovornika složje prvo oko značenja riječi, pa onda krenu u dalju diskusiju?</i> (ML ₁₂) 'Is it possible is it possible that you can reach a point where both interlocutors or a group a group of interlocutors first agree on the meaning of a word, and then enter into a further discussion?'
4. Questions with a question word/phrase at the end	<i>Jedini padež koji ima iste nastavke je koji?</i> (ML ₁₀) 'The only case that has the same suffixes is which?'
5. Multiple questions	why do languages change at all why i mean why did this patalization occur when it did why didn't it occur before why didn't it occur later (sslcto36) <i>Znači, šta se dešava ovdje? Šta bi bila u Crnoj Gori ova faza posle standardizacije i varijantizacije?</i> (ML ₅) 'So, what is happening here? What would this phase after standardisation and variantisation be in Montenegro?'

Questions with a question word/phrase at the end were included in the analysis as a new formal realisation, one that is often employed by Montenegrin lecturers, but not by their British colleagues. These are essentially statements with a question word/phrase used at the end (see Table 1). For their identification, transcripts were manually searched with reference to their audio files, and an additional researcher⁵ was consulted.

5. An additional researcher coded this question form and her results were compared to the author's. The cases with different codes were examined and a consensus was reached.

3.2.2 Question functions

After the question forms were determined and quantified, a qualitative analysis was performed. Thorough attention was paid to what was used before and after the questions to obtain information on their contextual functions, as both the form and function dimensions are of interest to this study from a contrastive perspective.

The functions of the content-oriented questions determined by Thompson (1998), Crawford Camiciottoli (2008) and Chang (2012) were examined for their possible application in the current study (see Table 2). Thompson's *raise an issue* and *introduce information* functions were adapted to a more specific function, *introducing a new lecture subtopic* (see Table 2). Crawford Camiciottoli (2008) established the other two functions *focusing information* and *stimulating thought*, later followed by Chang (2012). Crawford Camiciottoli herself (2008, 1222) characterised them as "broad functional categories". The former corresponds with Thompson's *raise an issue* function as it "refers to the introduction of new information in the form of an answer to a question", while the latter "appears to encourage reflection on the part of the reader without providing an explicit answer" (Crawford Camiciottoli 2008, 1222, 1226). As this article deals with the questions that lecturers both posed and answered themselves, the function *stimulating thought* seems not to be entirely applicable. In the lecture transcripts, the lecturers draw students' attention to the content expressed by their question and at the same time provide answers to those questions.

Apart from the adapted function *introducing a new lecture subtopic* (see Table 2), five new functions were introduced into the functional framework after the thorough contextual analysis was performed. Given that question forms can be multifunctional, it was essential to assess the context surrounding the five most frequent question forms, i.e. to thoroughly examine what preceded and what followed them. The longer stretches of discourse around these forms were carefully read. Since identifying question functions was less straightforward than determining question forms (Crawford Camiciottoli 2008, 1223), an additional researcher⁶ was also consulted.

The process of differentiating between the functions of *tag questions* proved to be the most challenging aspect (see Example (1)). Tag questions perform two functions – *indicating shared knowledge* and *intensifying evaluation* (see Table 5). The tag question in Example (1) may be interpreted as having both functions.

6. An additional researcher conducted a contextual analysis of the five new question functions within the wider discourse context where the five most frequent question forms of content-oriented questions were used. Her analysis was compared to the author's. The cases with different results were examined and a consensus was reached.

Considering tag questions as statements strengthened by a question word/phrase used at their end (Mrazović and Vukadinović 1990, 624), the evaluative adjective *frightening* preceded by the amplifier *quite* adds to the intensity of the evaluation of the propositional content given in the previous utterances. Therefore, when evaluative adjectives and their amplifiers appeared in statements with tag questions, these were determined to be fulfilling the *intensifying evaluation* function.

- (1) well we'll go back and look at what somebody else has said but in fact i-, er er with a lot of research you can't do that you have to make your own decisions **it's quite frightening really isn't it** when you do research and then you suddenly look round and you're the one who's making the decisions you can't just say you ju-, can't just report on what somebody else has said (EL₇)

The framework used in this study contains six question functions: the adapted *introducing a new lecture subtopic*, and the five original to this study – *defining new terms*, *indicating shared knowledge*, *intensifying evaluation*, *explaining the prior lecture content* and *enhancing the clarity of the lecture content*. The six overall functions are listed in Table 2, and discussed in more depth in Section 4.

Table 2. Functions of content-oriented questions in previous studies and the current study

Previous studies and the current study	Functions of content-oriented questions
Thompson (1998)	<ol style="list-style-type: none"> 1. Raise an issue 2. Introduce information
Crawford Camiciottoli (2008)	<ol style="list-style-type: none"> 1. Focusing information 2. Stimulating thought
Chang (2012)	<ol style="list-style-type: none"> 1. Focusing information 2. Stimulating thought
The current study	<ol style="list-style-type: none"> 1. Introducing a new lecture subtopic (adapted from Thompson 1998) 2. Defining new terms 3. Indicating shared knowledge 4. Intensifying evaluation 5. Explaining the prior lecture content 6. Enhancing the clarity of the lecture content

At this point, a few factors that could influence the results need to be considered. The issue of multimodality was not taken into account for a technical reason. Video recordings of the BASE corpus in the Centre for Applied Linguistics, University of Warwick, are “only available to students and academic staff in the

Centre for Applied Linguistics for research and teaching purposes”⁷ Given this limitation, so as to be able to conduct a contrastive analysis, the Montenegrin lectures were audio-recorded. In addition, questionnaires and interviews with lecturers were not incorporated into the research design since ready-made corpora, such as the BASE and BNC, do not include them. “Using a ready-made corpus [...] constrains the researcher’s ability to obtain ethnographic data” (Lee 2009, 53), thus making it difficult to encompass the lecturers’ perceptions of the questions they posed and answered. For comparative reasons, lecturers’ perceptions were not considered while compiling the Montenegrin corpus. Hence, the current study did not involve lecturers’ observations on the questions they asked and answered themselves, but focused on the analysis of their forms and contextual functions realised in the corpora. In addition, other studies on questions by Thompson (1998), Bamford (2000, 2005), Crawford Camiciottoli (2008), Schleef (2009) and Chang (2012) did not explore the issue of multimodality and lecturers’ attitudes to these linguistic devices either.

In the results section below, the most frequent realisations of content-oriented questions are analysed from a contrastive perspective, including a quantitative and qualitative comparison of the results from the British and Montenegrin corpora.

4. Results and discussion

This section outlines the results relating to the questions that British and Montenegrin lecturers pose and answer in university lectures in the discipline of linguistics. More specifically, it deals with their most common formal realisations, as well as their frequency and functions.

The first finding, which is given in Table 3, concerns the number of questions per 1,000 words, which is comparatively higher in the Montenegrin corpus. Montenegrin lecturers appear to ask and simultaneously answer questions nearly three times more often than their British colleagues, which could possibly reflect the impact of different academic cultures. Choices about whether or not to use content-oriented questions could be, to some extent, culturally determined. In order to confirm to what extent this is true, this assumption requires additional research on possible influences on the use of content-oriented questions.

7. Taken from: <https://warwick.ac.uk/fac/soc/al/research/collections/base/>.

Table 3. Content-oriented questions in the British and Montenegrin corpora

Content-oriented questions	Absolute frequency	Normalised frequency (per 1,000 words)
British corpus	167	1.81
Montenegrin corpus	434	5.01

Table 4 summarises the formal realisation and frequency of content-oriented questions, while Table 5 provides figures for the functions of the most frequent formal realisations of content-oriented questions in the British and Montenegrin corpora. Frequency analysis includes the absolute frequency of formal realisations and functions of the most frequent question forms in a corpus, their relative frequency and a normalised frequency per 1000 words. The relative frequency of all the question forms and functions of the most common formal realisations in a corpus is given to show how frequent one question form or function actually is when compared to the others. To be able to contrast and analyse the results from both corpora, the frequency was normalised per 1,000 words for the total number of questions and functions.

Table 4. Forms and frequency of content-oriented questions in the British and Montenegrin corpora

Formal realisations of content-oriented questions	Frequency					
	Absolute		Relative (%)		Normalised (per 1,000 words)	
	British corpus	Montenegrin corpus	British corpus	Montenegrin corpus	British corpus	Montenegrin corpus
Tag questions	47	240	28.2	55.3	0.51	2.76
Wh-questions	56	111	33.5	25.5	0.61	1.28
Questions with a question word/phrase at the end	–	28	–	6.5	–	0.33
Yes/no questions	36	26	21.6	5.9	0.39	0.29
Multiple questions	20	15	11.9	3.5	0.22	0.18
Questions about questions	–	6	–	1.4	–	0.07
Incomplete questions	3	5	1.8	1.2	0.03	0.06
Embedded questions	3	2	1.8	0.5	0.03	0.03
Alternative questions	–	1	–	0.2	–	0.01
Indirect questions	2	–	1.2	–	0.02	–
Total	167	434	100	100	1.81	5.01

A closer consideration of Table 4 shows that there are various formal realisations of content-oriented questions in the British and Montenegrin linguistic lectures. Ten forms were found, and the most frequent five include *tag*, *wh-* and *yes/no* questions, as well as *questions with a question word/phrase at the end* and *multiple questions*. A normalised frequency comparison of the most frequent forms in both corpora is presented in Figure 1. The other questions forms – *questions about questions*, *incomplete*, *embedded*, *alternative* and *indirect* questions – will not be considered as they display low frequency.

Table 5. Functions of the most frequent formal realisations of content-oriented questions in the British and Montenegrin corpora

Question form	Functions	Frequency					
		Absolute		Relative (%)		Normalised (per 1,000 words)	
		British corpus	Montenegrin corpus	British corpus	Montenegrin corpus	British corpus	Montenegrin corpus
Tag questions	1. Indicating shared knowledge	33	219	20.7	52.2	0.36	2.52
	2. Intensifying evaluation	14	21	8.8	5	0.15	0.24
Wh-questions	1. Defining new terms	3	18	1.8	4.3	0.03	0.21
	2. Introducing a new lecture subtopic	8	16	5.1	3.8	0.08	0.18
	3. Explaining the prior lecture content	45	77	28.3	18.3	0.49	0.88
Yes/no questions	Explaining the prior lecture content	36	26	22.6	6.2	0.39	0.29
Questions with a question	Explaining the prior	–	28	–	6.6	–	0.33

Table 5. (continued)

Question form	Functions	Frequency					
		Absolute		Relative (%)		Normalised (per 1,000 words)	
		British corpus	Montenegrin corpus	British corpus	Montenegrin corpus	British corpus	Montenegrin corpus
word/phrase at the end	lecture content						
Multiple questions	1. Enhancing the clarity of the lecture content	12	8	7.6	2	0.13	0.09
	2. Introducing a new lecture subtopic	8	7	5.1	1.6	0.08	0.08
Total		159	420	100	100	1.71	4.82

Table 5 shows the various functions the most frequent question forms perform. *Tag*, *wh-* and *multiple questions* often carry out more than one function, whereas *yes/no* and *questions with a question word/phrase at the end* are employed for only one function across the two languages. On the other hand, both the *explaining the prior lecture content* and *introducing a new lecture subtopic* functions are fulfilled by three and two question forms respectively. Hence, one question form can have more than one function and one function can be performed by more than one question form, which supports Chang's (2012) findings in this respect.

Out of the six functions identified, *explaining the prior lecture content*, *indicating shared knowledge* and *introducing a new lecture subtopic* are the three most frequent functions in both corpora, with the variation that *explaining the prior lecture content* is the most common in the British lectures, while *indicating shared knowledge* ranked first in the Montenegrin lectures. While it appears that through questions the British lecturers focus more on explaining the content of the current lecture, their Montenegrin colleagues pay more attention to recontextualising the content that is already familiar to students to connect it to the current lecture.

The five most frequent question forms (see Figure 1) and their contextual functions will be discussed in the following subsections.

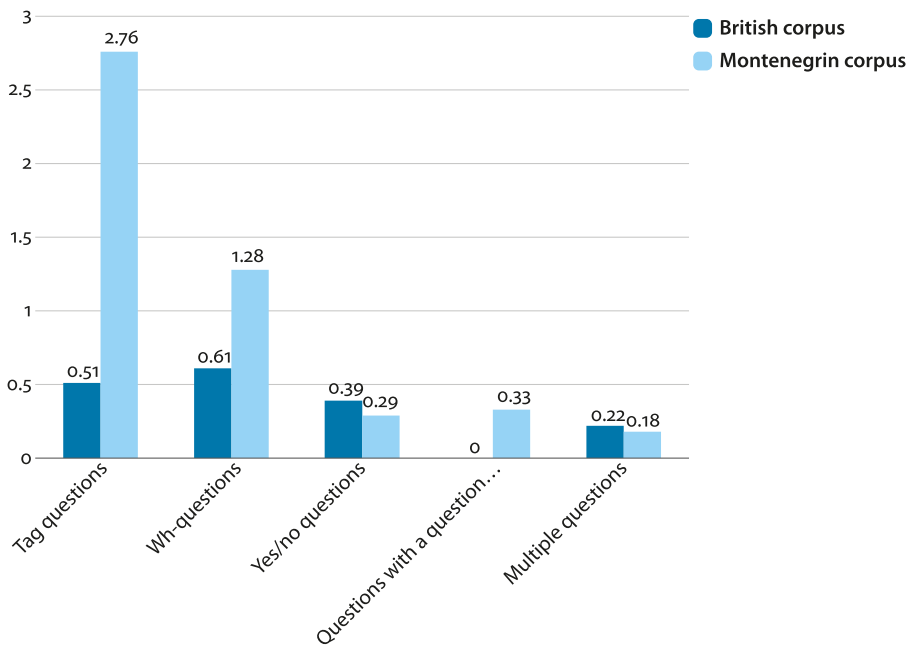


Figure 1. Normalised frequency comparison of the most frequent forms of content-oriented questions in British and Montenegrin lectures

4.1 Tag questions

The first similarity between the corpora exists in the use of tag questions in British and Montenegrin lectures. However, a great difference in their frequency is observed. Figure 1 shows that tag questions are employed over 5 times more frequently in the Montenegrin corpus compared to the British.

The contextual analysis of tag questions shows that these perform two functions in both corpora – *indicating shared knowledge* and *intensifying evaluation*. Examples (2) and (3) illustrate the first function, while Examples (4) and (5) point to the second one.

- (2) It needs – speech is interactive – it needs that kind of dynamic and here's the difference with the internet, **isn't it?** Because you don't get simultaneous feedback on the internet, you can't, **can you?** With one or two technological modifications that might make it possible soon, but traditionally you don't get it. (EL₉)
- (3) *Dakle, vi znate kad smo crtali one krugove, kad je psiholingvistika, sociolingvistika, lingvistika u pitanju i naravno, pojmove koje ćemo danas govoriti i pominjati, vi ste ih pominjali i o njima govorili u okviru leksikologije, ako ste imali kao*

predmet na osnovnim studijama, jel' tako? Tako da će veliki dio stvari koje danas budete čuli vama biti poznat. (ML₄)

'So, you can remember when we were drawing those circles, when (.) psycholinguistics, sociolinguistics, linguistics were in question, and of course, you mentioned and talked about the terms that we will be talking about and will mention today within lexicology, if you had it as a subject at undergraduate studies, **didn't you?** So, a number of things you will listen to today will be familiar to you.'

Example (2) is a part of the lecture subtopic on the difference between speech and computer mediated communication. A lecturer compares these two communication types and reminds students of what they already know. The same function is fulfilled in the Montenegrin corpus. In Example (3), a lecturer shares previous knowledge by mentioning how Milorad Radovanović determined standardisation through the circle of ten phases before elaborating on them. Hence, tag questions recontextualise the prior lecture content and assist students in better comprehending the topics to follow.

- (4) so when we talk about new words how do we form them we can put words like sad to a new to a new use so it used to mean unhappy now it means not very socially er well integrated **it's very difficult to measure this isn't it** because how can you tell when a word is changing its meaning they change perhaps their meanings just slightly is it a new word or is it just a slightly different interpretation of an old word (sslcto38)

- (5) *I mi smo odgovorni ne samo za ono što djeca znaju iz oblasti jezika, nego vrlo često to kako mi radimo s djecom i kako ih mi učimo, u stvari ih određuje i iz drugih predmeta. Da li oni čitaju kako treba, da li razumiju to što su pročitali, da li to znaju da izgovore i ispričaju. **To je jako važno, jel'?** I negdje je to takođe dio naše odgovornosti.* (ML₈)

'We too are responsible not only for what children know about the field of language, but very often how we work with children and how we teach them, in fact, determines their achievements in other subjects. Do they read properly, do they understand what they have read, do they know how to say it and retell it? **That is very important, isn't it?** That is also part of our responsibility.'

Examples (4) and (5) show the second function of tag questions – intensifying evaluation of the propositional content given in previous utterances. Tag questions represent statements strengthened by a question used at the end (Mrazović and Vukadinović 1990, 624). In Examples (4) and (5), they are signaled by the phrase *isn't it*, and posed at the end of evaluative utterances in bold, making them stronger. The evaluative content is marked by the amplifier *very* and the evaluative adjectives *difficult* and *important*. Tag questions in both the British and

Montenegrin lectures thus attach greater significance to the propositional content expressed in the previous statements.

4.2 Wh-questions

Wh-questions are slightly over twice as common in the Montenegrin lectures (see Figure 1). In both corpora, they are multifunctional – they have three functions: *defining new terms*, *introducing a new lecture subtopic* and *explaining the prior lecture content*. A difference is observed in their frequency, which is greater in the Montenegrin corpus (see Table 5).

Both British and Montenegrin lecturers pose wh-questions to give definitions of the new terms introduced during a lecture. Wh-questions in the content-oriented question category do not “seek information on a specific point” (Quirk et al. 1985, 804) from an interlocutor, but rather introduce a new concept or new terms. This *defining new terms* function appears not to have been recognised by Thompson (1998), Bamford (2000), Crawford Camiciottoli (2008), Schleeff (2009) or Chang (2012).

- (6) **what do we mean by a learning syndicate** it's a self-chosen self-help group you get together with other students (sslcto40)
- (7) **Šta je afiks?** To je znači dio koji se dodaje prije ili poslije, prefiks ili sufiks. (ML₆)
‘What’s an affix? It is, in fact, the part added before or after, a prefix or suffix.’

In Examples (6) and (7), wh-questions introduce the terms *learning syndicate* and *affix*. After posing wh-questions, the lecturers take over the role of the interlocutor and provide the missing information required to answer the question.

Wh-questions are employed to introduce a new lecture subtopic in both the British and the Montenegrin lectures. They have a structural role, as they show a thematic transition from one lecture subtopic to the other. This function is similar to Thompspon’s (1998, 143) *raise an issue* function of content-oriented questions. It is not found in English grammars (Quirk et al. 1985; Biber et al. 1999), or in grammar and syntax books regarding Montenegrin (Mrazović and Vukadinović 1990; Piper et al. 2005). It is illustrated by Examples (8) and (9).

- (8) **so what is education for** at a very basic level it can be a commodity a commodity is where the learner is a client a customer who pays a lot of money very often or whose company or sponsor pays a lot of money to come and study with you (sslcto03)
- (9) **Kakva je struktura rječnika jezika jednog jezika?** Dakle, sada se vraćamo na rječnik u smislu leksičkog fonda jednog jezika, ne više rječnik kao publikacija. (ML₂)

‘What is the structure of a dictionary of a language like? So, now we are returning to the dictionary in terms of the lexicon of a particular language, not to the dictionary as a publication.’

Example (8) begins with the boundary marker *so* marking the transition to a new lecture subtopic on the purpose of education, which is introduced by the *wh*-question in bold. Example (9) from the Montenegrin corpus opens with a *wh*-question performing the same function of initiating a new lecture subtopic, in this case the structure of a dictionary of a language.

In the British and Montenegrin corpora, *wh*-questions also have an explanatory function, which is their most common function in both corpora. The exemplification act, marked by the signal noun (*an*) *example* in English or the verb *recimo* ‘let’s say’ in Montenegrin, mostly precedes these questions. In Examples (10) and (11), the lecturers use *wh*-questions to explain the content given in the exemplification act, and thus drawing the students’ attention to what is significant and helping them to more easily follow and comprehend the lecture content. The lecturers, as is the case with the other questions considered here, simultaneously ask and answer the *wh*-questions themselves.

- (10) And to take another **example**, the plural *z* in English now, I’ve got some wares for sale, some wares, *w a r e s*, but on the internet, you will see *warez* very often. **Now, what’s the *z* plural doing there?** Well, *z* has a reason as a means of signaling the wares in question are illegal, or illicit, they are pirated, they are downloaded and shouldn’t be there at all really, except of course they are very widespread. (EL₉)
- (11) *Recimo, Reče on diveći se. Dakle, kako je rekao? Rekao je uz divljenje.* (ML₁)
 ‘Let’s say, He said that admiring. So, **how did he say that?** He said that with admiration.’

4.3 Yes/no questions

The normalised frequency of yes/no questions in the British lectures is slightly higher than that recorded in the Montenegrin corpus (see Figure 1). These questions are common in everyday conversation, and they presuppose the condition that two or more interlocutors participate in the conversation (Schegloff and Sacks 1973). However, in the British and Montenegrin university lectures, it is the lecturers who play both the asking and the answering roles. Yes/no questions have the function of *explaining the prior lecture content*, which is slightly more common in the British corpus (see Table 5).

- (12) and of course what's happened to the word disinterested is itself of course very interesting but er that has come down to roughly our generation with a very important distinction between disinterested and uninterested disinterested as impartial and interested as you know taking an interest or perhaps having a certain er view on the outcome er we expect a judge to be disinterested we don't expect him to be uninterested reading his Beano or something you know while the er while the the the talk is going on so there's a very important distinction there but we notice that it's collapsed that more people than not will use the word disinterested to mean uninterested **does that tell us anything about the culture** we're working in that the very notion the ideal of being disinterested of course in all kinds of ways is i-, is worth looking at closely culturally (ahlcto12)
- (13) *Dakle, svlačim sumrak. Sumrak je nije nešto što je konkretno kao što svlačimo košulju, predmet koji se svlači. Da li je sumrak to? Nije.* (ML₄)
 'So, I'm shedding the dusk. Dusk is not something that is physical, like we take off a shirt, a thing that can be taken off. **Is dusk like that? No.**'

Examples (12) and (13) show the explanatory function of yes/no questions. They refer to the content given in previous utterances. Lecturers employ and answer them to focus students' attention on the specific content and help them more easily follow and understand it.

4.4 Questions with a question word/phrase at the end

The most striking difference between the corpora is perceived in questions with a question word/phrase at the end (see Figure 1). This formal realisation is found in the Montenegrin lectures, whereas it is atypical of the British material. The logical question thus arises – why are these questions posed by the Montenegrin and not by the British lecturers? Previous studies on questions in lectures given in English did not identify this question form (Thompson 1998; Bamford 2000; Crawford Camiciottoli 2008; Schlee 2009; Chang 2012), which could point to it not being a characteristic of questioning practices employed in lectures in English. In terms of the Montenegrin context, questions with a question word/phrase at the end are not distinguished as question forms in the grammar and syntax books by Piper et al. (2005) and Mrazović and Vukadinović (1990). Their use in the Montenegrin corpus may have been influenced by the lecture genre. This possibility calls for future contrastive research on these question forms in both lectures and other spoken academic genres.

Questions with a question word/phrase at the end are employed to draw students' attention to the specific piece of information required to answer the question. They fulfil the function of *explaining the prior lecture content*:

- (14) *Osim ove upotrebe, može se javiti i u funkciji priloškoj. Rodio sam se o ponoći; Posjetićemo vas o Novoj godini. **Prepoznajete koje značenje?** Vremensko. (ML₃)*
 'Apart from this use, it⁸ can also have an adverbial function. I was born *at* midnight; We will visit you *at* New Year's. **You recognise which meaning?** Temporal.'

In Example (14), the question in bold is finished with the question phrase *which meaning* used at the end. Examples regarding the use of the preposition *o* 'at' precede this question form. The lecturer asks the question to explain the specific content, helping the students to more easily comprehend the issue being discussed.

4.5 Multiple questions

British lecturers pose and answer multiple questions with a slightly higher normalised frequency than their Montenegrin counterparts (see Figure 1). Multiple questions represent the forms containing two or more questions in a row referring to the same issue. The first question is repeated in similar forms serving as its "reformulations" (Bamford 2000, 167). The analysis reveals that they fulfil two functions: *enhancing the clarity of the lecture content* and *introducing a new lecture subtopic*. The former is slightly more frequent in the British lectures, while the latter has an equal normalised frequency in both corpora (see Table 5). Let us consider the following examples:

- (15) **how they learn best how do I learn a foreign language best what's the best way for me to do it as an individual** very different attitudes to content
 (sslct003)
- (16) *Kako ćemo ga naučiti da zaključuje, da analizira? Kako? Kako ćete ih naučiti? Tako što ćete ih staviti u situaciju da analiziraju. (ML₈)*
 'How shall we teach them to conclude, to analyse? How? How will you teach them? You teach them by putting them in a situation where they have to analyse.'

The questions from Examples (15) and (16) show that the first question is repeated twice to make the content clearer. Apart from the lexical similarity between the questions achieved by means of the repetition of certain lexical units, such as the adverbs *best* and *how* and the verbs *learn* and *teach*, the grammatical similarity

8. It here refers to the preposition *o* translated as 'at' in English.

exists in the use of parallel interrogative structures in both corpora. The repetition of the first question gives students time to think about the content being presented. It can ensure comprehension and provide the audience with cognitive support to process what are perhaps quite complex issues (Suviniitty 2012, 24, 138). In Examples (15) and (16), repetition draws student attention to the important but also complex issues of how individuals learn a foreign language best and how teachers will teach students to analyse and conclude.

Examples (17) and (18) illustrate how multiple questions are used to signal a transition from one lecture subtopic to another. This function was not distinguished in Bamford (2005), who investigated double questions asked and answered by lecturers themselves.

- (17) *well er why do languages change at all why i mean why did this patalization occur when it did why didn't it occur before why didn't it occur later well these are unanswerable questions they're not answerable in relation to linguistic structure all right because of social factors* (sslcto36)
- (18) *E sad, šta sve posmatramo u jednom književnom djelu, a možemo da razgovaramo sa djecom o tome da vidimo kako oni to znaju? Kakvo pisac to djelo stvara? Evo najprije su tu književna djela.* (ML_g)
 'Well now, what do we consider in a literary work that we can talk to children about and see what they know? What type of work does a writer create? First of all, these are literary works.'

The discourse marker *well* from Example (17) precedes multiple questions, all referring to and introducing the lecture subtopic *palatalization*. These questions are linked lexically and grammatically. The lecturer uses the verb *occur* three times, as well as the same interrogative structures. The lecturer continues to answer the questions beginning again with the discourse marker *well*, which indicates that the answer will be complex. Multiple questions are also employed to initiate a new lecture subtopic in Example (18), where the lecturer uses three lexically and grammatically parallel questions relating to the topic of what should be considered in a literary work, which students should know.

5. Conclusion

This corpus-based study combining both qualitative and quantitative methods for the analysis of the forms and functions of content-oriented questions has yielded important findings that could add to the research done on question categories. Firstly, the results have revealed a framework of six functions of the five most frequent content-oriented question forms in British and Montenegrin university

lectures compared to the two function classifications determined by Thompson (1998), Crawford Camiciottoli (2008) and Chang (2012). One of them – *introducing a new lecture subtopic* – is adapted from Thompson (1998), and five are original to this study – *defining new terms*, *indicating shared knowledge*, *intensifying evaluation*, *explaining the prior lecture content* and *enhancing the clarity of the lecture content*. Furthermore, one new formal realisation has been identified – *questions with a question word/phrase at the end*. The results thus provide insights into the additional communicative functions and forms of content-oriented questions.

Secondly, this contrastive study has revealed certain differences and similarities with reference to content-oriented questions in the British and Montenegrin lectures. The main differences are the following:

1. The overall normalised frequency of the content-oriented questions in the Montenegrin lectures seems to be nearly three times higher than the one recorded in the British lectures. It appears that Montenegrin lecturers ask and answer their questions considerably more often than their British colleagues, which could possibly be ascribed to the influence of what seem to be different academic cultures.
2. *Explaining the prior lecture content* is the most frequent function in the British lectures, while *indicating shared knowledge* ranks first in the Montenegrin ones. The British lecturers seem to focus more on explaining the content of the current lecture, whereas their Montenegrin counterparts consider it more important to recontextualise the content already familiar to students to connect it to the current lecture. This functional variation may also be the impact of the two different academic cultures.
3. A new formal realisation *questions with a question word/phrase at the end* is found in the Montenegrin linguistic lectures, whereas the British lecturers do not employ it. In the Montenegrin lectures, this question form is posed to draw students' attention to a specific piece of information and explain the prior lecture content. Such a form is not recognised by Piper et al. (2005) and Mrazović and Vukadinović (1990) among other question forms they mention. As their syntax and grammar books include the normative rules relating to the general language, the use of *questions with a question word/phrase at the end* in the Montenegrin corpus may have been caused by the lecture genre. To contribute to a profound understanding of this issue, it is suggested that this question form in academic lectures and other spoken academic genres be incorporated into future studies.

The British and Montenegrin lectures in this study share the following major similarities:

1. *Explaining the prior lecture content, indicating shared knowledge* and *introducing a new lecture subtopic* appear to be the three most frequent functions in both corpora. They seem to reflect the prevailing information-presenting function of the lecture genre. Apart from disseminating subject information, lecturers also recontextualise content that is already familiar to students through the *indicating shared knowledge* function of content-oriented questions, in order to assist students in reaching a better understanding of the topics to follow.
2. The most common question forms are *tag*, *wh-*, *yes/no* and *multiple questions*. They fulfil the same functions in both corpora. Tag questions perform functions indicating shared knowledge and intensifying evaluation. Wh-questions are used to define new terms, introduce new lecture subtopics and explain the prior lecture content. Yes/no questions also have an explanatory function, and multiple questions are employed to enhance the clarity of the lecture content or to introduce a new lecture subtopic.
3. One question form can perform more than one function, and vice versa. This confirms Chang's finding (2012, 113) that "one question form can be used to represent more than one function; on the other hand, one question function can be represented by more than one question form".

The main differences relate to a greater frequency of content-oriented questions in the Montenegrin lectures, the most frequent function being performed and the new questioning realisation found only in the Montenegrin corpus. They could be, to some extent, ascribed to the different academic cultures in Britain and Montenegro. However, further investigation of this topic is needed to confirm this assumption.

On the other hand, the major similarities reflect the influence of the lecture "as an established academic genre in tertiary education" (Chang 2012, 113). In other words, the formal and functional similarities in the content-oriented questions may be the result of "the common generic norms or shared genre expectations of discourse members" (Lin 2012, 125).

This contrastive study offers a potentially valuable addition to the contrastive literature on the description of lecture discourses in two languages, specifically in relation to the form and function of questions, as only one author has previously examined questions in lectures in two speaking academic communities (English–German, Schleaf 2009). It could also contribute to a better understanding of British and Montenegrin lecturers' questioning practices. As questioning is a linguistic phenomenon present in every language, the findings may be a basis for the further contrastive investigation of questions.

The results could be applied in the context of promoting the internationalisation of universities and introducing EMI courses in the countries of the Western Balkans. As English has become or is becoming the primary medium of instruction in courses for international students, the findings could be used in training courses for non-native English-speaking lecturers who will teach their course content in English. It might allow them to become more aware of the most frequent question forms and the functions of content-oriented questions. The findings may also be beneficial to lecturers in Slavic languages at international universities, when teaching students who are non-native speakers of BCMS.⁹ They could design their courses based on authentic examples of questions from the corpora and teach students the most frequent question forms, thus contributing positively to lecture content comprehension.

Even though the number of lectures explored in the current research is greater than that included in all the previous relevant studies mentioned above, apart from Schleaf's (2009), future studies could investigate larger corpora and other factors, such as the lecturers' own perceptions of the questions they pose and answer in academic lectures. Their research design could incorporate interviews with individual lecturers regarding their perceptions of the questions they put and answer themselves, which cannot be obtained from already compiled corpora, such as the BASE or BNC. "Using a ready-made corpus ... constrains the researcher's ability to obtain ethnographic data" (Lee 2009, 53), thus making it difficult to evaluate whether lecturers are even aware of the forms and functions of the questions they asked and answered. However, as the Montenegrin corpus was designed by the author, conducting interviews with the Montenegrin lecturers, possibly with stimulated recall, may provide further depth to the current study and the issue of how much the lecturers are aware of their linguistic choices. Further research could also cover the relationship between the non-verbal features of audio communication and the use of content-oriented questions to yield additional insights into this question category that has been distinguished in academic lectures.

9. Although the four languages have become the separate official languages of Bosnia and Hercegovina, Croatia, Montenegro and Serbia, respectively, they remain a single language from the linguistic point of view (Bugarski 2018, 101).

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Appendix

Table A.1 Montenegrin corpus details

Lecture codes	Course /Subject	N of words	Lecture duration (h:min:s)
ML ₁	Contemporary Montenegrin (the syntax of simple and complex sentences)	6,674	48:52
ML ₂	Introduction to linguistics II	9,757	56:43
ML ₃	Contemporary Montenegrin (the syntax of cases)	7,321	53:15
ML ₄	Introduction to linguistics I	7,946	1:05:32
ML ₅	Sociolinguistics	7,800	1:01:59
ML ₆	Phonetics	4,218	44
ML ₇	Discourse analysis	2,220	40:46
ML ₈	Methodology of teaching language and literature	16,204	1:46:20
ML ₉	Contemporary Montenegrin (standardisation and orthography)	3,553	45:36
ML ₁₀	Contemporary Montenegrin (orthography with speech culture)	3,535	46:03
ML ₁₁	Contemporary Montenegrin (accentology and introduction to dialectology)	4,933	48:53
ML ₁₂	Semantics	12,605	2:16:27
N of words and total duration		86,766	12:43:26

Table A.2 British corpus details

Lecture Codes	Department/Institution	Lecture title	N of words	Lecture duration (h:min:s)
sslcto03	Applied Linguistics	Applied linguistics and language teaching	15,745	1:38:47
sslcto40	CELTE (Centre for English Language Teacher Education)	Collaborative learning	7,473	0:42:07
sslcto38	CELTE (Centre for English Language Teacher Education)	Dictionaries	8,965	0:55:34
ahlcto12	English	Essay writing and scholarly practice	9,129	0:46:07
sslcto36	Linguistics	Historical linguistics	8,256	0:47:58
BNC Text HEO	King's College London	Syntax	6,982	1:02:32
sslcto39	CELTE (Centre for English Language Teacher Education)	Research methodology: Vocabulary	8,826	0:47:06
sssem001	CELTE (Centre for English Language Teacher Education)	Using video tapes in ELT	5,097	1:04:41
EL ₉	University of Reading (SACLL (Self-Access Center for Language Learning))	Internet linguistics	7,593	50:28
EL ₁₀	University of Reading (SACLL (Self-Access Center for Language Learning))	Global languages	5,547	51:34
EL ₁₁	University of Reading (SACLL (Self-Access Center for Language Learning))	The history of English	6,384	43:43
EL ₁₂	University of Reading (SACLL (Self-Access Center for Language Learning))	The history of writing	4,245	44:47
N of words and total duration			92,242	10:55:24

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