

Vesna Bulatović *

Vesna Bogdanović

Dragana Gak

University of Novi Sad

Faculty of Technical Sciences

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THE USE OF HYPERTEXT IN ACADEMIC BLOGS WRITTEN IN ITALIAN AND ENGLISH - A CASE STUDY

Hyperlinks are frequently employed in academic writing as they provide an easy and convenient way for readers to access additional information. This can include relevant articles, background information, graphics, text, and other resources that help strengthen and develop the author's arguments. In addition, hyperlinks enable readers to obtain additional information from relevant sources, including those using various modes and media, and support the development of new hybrid digital genres for academic communication. Using online academic blogs written in Italian and English, this study examines how hyperlinks support writers' argumentation and the differences in how hypertext is used in these two languages. The analysis includes 888 hyperlinks in 8 randomly chosen academic blogs. The aim of the study is to present quantitatively and qualitatively the types of hyperlinks used in academic blogs, as well as the types of genres included through hyperlinks. Results demonstrate that authors in both languages use the same types of hyperlinks, although their distribution is slightly different. Finally, the study will provide knowledge for teaching the use of hypertext in academic writing in tertiary education courses to second language users.

Keywords: academic blogs, hypertext, hyperlinks, genres, modes, knowledge expansion, knowledge enhancement

1. INTRODUCTION

In recent years, the proliferation of online communication platforms has significantly influenced academic discourse. One of the most important developments was the emergence of academic blogs, an increasingly popular digital platform for scientists to share their research and discuss it with their peers. In contrast to traditional scholarly publishing channels, which tend to be highly formal and rigidly structured, academic blogs are characterized by a more informal and conversational tone, often featuring images, videos, and interactive graphics

(Luzón, 2017). This hypertext¹ refers to a system of interconnected documents in which users can navigate through hyperlinks² between different pieces of content (Nelson, 1965). The use of hypertext is one of the key features that has enabled this transition to more dynamic and interactive forms of academic communication. In the context of academic blogging, hypertext allows bloggers to link their own ideas and arguments with the ideas and arguments of other scholars, creating a more collaborative and interactive space for discussion. This paper aims to provide some insight into how academic bloggers in Italian and English use hypertext to support their argumentation, including the genre analysis of the hyperlinks.

2. THEORETICAL FRAMEWORK

Academic blogging is an inviting discourse medium for researchers to create an online persona, communicate with the discourse community online and develop their professional identity in an innovative venue (Hyland, 2011). Blogs are a mode of academic discourse where scholars share professional and personal self-presentation content with a wider audience by compiling posts online (Luzón, 2018). Communication with the discourse community thus becomes a multimodal exchange of meaningful information, where texts become interactive and interwoven with other texts with often multiple and unpredictable authorship (Davies–Merchant, 2006). Academic blogging provides free and open access to both professional and non-professional audiences, archived and threaded posts and comments, and accurate posts (Coleman, 2005), as well as filtering tools for searching and accessing diverse materials and hyperlinks to different research and more popular material (Zou–Hyland, 2020).

Academic blogs are an excellent mode for information dissemination (Bondi, 2018). A blogger can comment on their own or other comments, as well as reply to any comment; they can use hyperlinks to information sources; they can embed a range of other modalities, such as podcasts or video streams; they can monitor visits or alert about new feed (Davies–Merchant, 2006). Thus, they delete the boundaries between public and private discourse and propose a more informal

*vesna.bulatovic@uns.ac.rs

¹ Hypertext is a word, phrase, or chunk of text that links to another document or text (Nelson, 1965). A hypertext document may contain both textual hyperlinks and graphical hyperlinks.

² A hyperlink is an element in an HTML document that links to another part of the document or another document altogether. Typically, hyperlinks on websites are colored purple or blue and underlined. (<https://www.techopedia.com/definition/5175/hyperlink>)

communication style, offering the audience hyperlinks to necessary knowledge without demanding readers' subject knowledge (Luzón, 2018).

Academic blogs can be regarded as "hybrid genres characterized by the integration of other genres" (Luzón, 2017: 446). Hypertext enables diverse genres to become integrated, combined, and recontextualized for new social practices (Luzón, 2017). Hyperlinks can embed one genre in the matrix of another distinct genre, such as letters and reviews in advertisements (Bhatia, 2004). Hyperlinks can also link new material, where the reader can, but does not have to, follow the link, e.g., to a homepage or another post or paper (Devitt, 2009). These hyperlinks allow contingent relations between genres. Likewise, hybridity leads to combining both written and spoken genres (Mauranen, 2013).

Hyperlinks provide three main functions (Stroobant, 2019). They have a citation function, providing direct access to the source material. They have a credibility function, leading to texts that can confirm the trustworthiness of the information. And finally, hyperlinks provide a multiperspectival function, i.e., they can link opposite views or diverse interpretations to provide diversity. Hipertextuality offers two dimensions: internal and external (Deuze, 2001; Oblak, 2005). Internal links refer internally to other texts, papers, or posts within the single text's domain, single blog, or one website. These are widely used since they keep the reader close to the original text. External links direct to texts somewhere in cyberspace and can be regarded as being more credible, transparent or diverse (De Maeyer, 2012), especially when financial considerations of the initial blog or webpage are considered (Stroobant, 2019).

Hyperlinks have changed the way the audience reads texts. There is not only one isolated document constructed by the author, but rather a number of different pieces of texts and the reader's freedom to move across the information space at their own pace and their own choice to read (Petrič, 2004). The main characteristics of hipertextuality include interconnectedness, non-linearity, and decentrality, which should stimulate effective access to information and free the reader of power relations and authority (Petrič, 2004). Even though academic blogs are written by scientists, their flexibility of information access and a greater degree of learner control place a greater cognitive burden and metacognitive demands on the reader (Shapiro–Niederhauser, 2004). On the other hand, readers' normal automatic reading process is interrupted by unusual colour schemes, diverse contrast between letters and background on diverse web pages, multiple fonts with their sizes and styles that have to be tackled, as well as boxes that cover part of other texts or eye movement that is not natural (Shapiro–Niederhauser, 2004).

3. DATA AND METHOD

For the purpose of this study, two corpora have been analyzed. The first consisted of 477 hyperlinks and was based on four academic blogs written in Italian, labeled with the capital letter I and numbers from 1 to 4. The second corpus consisted of 411 hyperlinks and was based on four academic blogs written in English, labeled with the capital letter E, and numbers from 1 to 4. The analyzed academic blogs in both languages were chosen randomly from the pool of online published blogs. All blogs varied in content, discussing different academic and/or scientific issues.

The methodology of research included quantitative and qualitative analysis of two corpora. Content analysis has been performed on 8 academic blogs written in Italian and English. The aim of this paper is to analyze how hyperlinks are used in academic blogs and to examine the types of genres that are included through hyperlinks. The hypertext analysis has been carried out within the framework of a multileveled model presented by Engberg and Maier (2015: 52). Their model includes knowledge building through hypertext at two levels: 1) *knowledge expansion* where core knowledge is combined with peripheral knowledge through an extensive network of hyperlinks, and 2) *knowledge enhancement* where readers are guided with the help of hyperlinks to the new content or to the similar content in a different format that facilitates the knowledge acquisition (Engberg–Maier, 2015: 52).

4. RESULTS AND DISCUSSION

In this section of the paper, the results of the analysis of the use of hypertext in academic blogs written in Italian and English will be presented, with a detailed description of the types of hypertext used by bloggers, as well as the types of genres included through hyperlinks. Firstly, the hyperlinks were compared with respect to their frequency in the corpora analyzed, and secondly, they were classified according to the types of genres included through hypertext. Following that, a context-specific analysis of hypertext in this genre will be completed in order to build a more comprehensive picture. Researchers have primarily focused on the use of hypertext in academic blogs written in English language. However, given that a large number of users are non-English speakers, it becomes crucial to consider the implications of language interaction in a globalized world. This raises a question about the extent to which non-English languages are represented in academic blogging; hence, the paper addresses the issue of the Italian language.

The study will examine the specific characteristics of posts and blogs in Italian and English, shedding light on the differences in language use and interaction within these two linguistic contexts.

4.1. Quantitative results: Frequency of hyperlinks and genres they lead to

The results of the quantitative analysis and the overall frequencies are provided in Table 1. Due to a difference in the number of analyzed hyperlinks (477 in the Italian corpus and 411 in the English corpus), the results have been presented in percentages. The writers of the analyzed blogs used the same types of hypertexts, which demonstrates that the overall frequencies of the two types of hyperlinks are quite similar in both languages. Although both kinds of hyperlinks were used almost equally by the authors of the analyzed corpus I, the authors of the analyzed corpus E tended to favor the hyperlinks for knowledge enhancement.

Table 1. Types of hyperlinks in corpora I (I1-I4) and E (E1-E4)

No.	Types of hyperlinks	Corpus I (I1-I4)		Corpus E (E1-E4)	
		No.	%	No.	%
1	<i>Hyperlinks for knowledge expansion</i>	234	49.06%	171	41.61%
2	<i>Hyperlinks for knowledge enhancement</i>	243	50.94%	240	58.39%
	OVERALL:	477	100%	411	100%

However, there is a small variation in the types and frequencies of the genres that writers in the analyzed corpora used (Table 2). Blogs and websites are the most commonly used genres in both corpora, though authors in corpus E used this genre twice less (37.71%) than the authors in corpus I (64.36%). In addition, the writers in both analyzed corpora used websites quite a lot. The authors of corpus I also included hyperlinks to social networks, scientific papers, and books, and much less frequently links to emails, videos, digital articles, photos, pdf files, and scientific journals. The corpus E authors frequently used hyperlinks pointing to books and scientific papers. The authors also made use of hyperlinks to social networks, emails, presentations, digital papers, pdf files, videos, photos, and podcasts; they were fewer in number but more than Italian bloggers. However, they rarely used hyperlinks that led to dictionaries, songs, codes, and voice messages (Table 2).

Table 2. Types of genres hyperlinks lead to in corpora I (I1-I4) and E (E1-E4)

	Corpus I (I1-I4)			Corpus E (E1-E4)		
	<i>Hyperlinks for knowledge expansion</i>	<i>Hyperlinks for knowledge enhancement</i>	<i>Total</i>	<i>Hyperlinks for knowledge expansion</i>	<i>Hyperlinks for knowledge enhancement</i>	<i>Total</i>
Types of genres	No. %	No. %	No. %	No. %	No. %	No. %
Blog	178 76.07%	129 53.09%	307 64.36%	85 49.71%	70 29.17%	155 37.71%
Website	12 5.13%	82 33.74%	94 19.71%	41 23.98%	77 32.08%	118 28.71%
Social network	12 5.13%	10 4.12%	22 4.61%	6 3.51%	12 5%	18 4.38%
Scientific paper	17 7.26%	0 0%	17 3.56%	10 5.85%	29 12.08%	39 9.49%
Book	9 3.85%	5 2.06%	14 2.93%	5 2.92%	18 7.5%	23 5.60%
Email	0 0%	6 2.47%	6 1.26%	0 0%	13 5.42%	13 3.16%
Video	0 0%	6 2.47%	6 1.26%	0 0%	5 2.08%	5 1.22%
Digital article	4 1.71%	1 0.41%	5 1.05%	4 2.34%	5 2.08%	9 2.19%
Photo	0 0%	3 1.23%	3 0.63%	0 0%	5 2.08%	5 1.22%
PDF file	2 0.85%	0 0%	2 0.42%	3 1.75%	3 1.25%	6 1.46%
Scientific journal	0 0%	1 0.41%	1 0.21%	0 0%	0 0%	0 0%
Presentation	0 0%	0 0%	0 0%	12 7.02%	0 0%	12 2.92%
Dictionary	0 0%	0 0%	0 0%	0 0%	1 0.42%	1 0.24%
Podcast	0 0%	0 0%	0 0%	4 2.34%	0 0%	4 0.97%
Song	0 0%	0 0%	0 0%	0 0%	1 0.42%	1 0.24%
Code	0 0%	0 0%	0 0%	1 0.58%	0 0%	1 0.24%
Voice message	0 0%	0 0%	0 0%	0 0%	1 0.42%	1 0.24%
OVERALL:	234 100%	243 100%	477 100%	171 100%	240 100%	411 100%

According to the analysis of the genres, blogs were used in 76.07% of corpus I with hyperlinks for knowledge expansion. There was also a high frequency of scientific papers with hyperlinks in both corpora for knowledge expansion. The results also indicate that corpus E contained a greater variety of genre types. Among the least common genres in corpus I, there were photos, digital articles, scientific journals, and pdf files. Additionally, dictionaries, podcasts, songs, and video messages were the least frequent types of genres in corpus E. A surprising finding in corpus E was the use of presentations with hyperlinks for knowledge expansion, whereas in corpus I there was no use of presentations with this type of hyperlinks.

Although academic bloggers in both Italian and English corpora primarily utilize blogs and websites, there are notable differences in hyperlinking practices. Italian bloggers tend to employ a wider variety of hyperlink genres, including social networks, reflecting a more interconnected approach to sharing information. Conversely, English bloggers predominantly link to books and scientific papers, suggesting a more formal and citation-oriented approach to knowledge dissemination. Cultural differences between Italian- and English-speaking academic communities may also play a role in shaping hyperlinking practices. Italian culture often places a strong emphasis on interpersonal relationships and

networking. Hence, Italian bloggers may be more inclined to link to social networks, reflecting a desire to foster connections and dialogue within their online communities. In contrast, English-speaking academic culture may place greater emphasis on formal citation and referencing, which could explain the prevalence of hyperlinks to books and scientific papers.

4.2 Qualitative results: Types of hyperlinks

The analysis of two corpora (Table 1) displays that the authors used both types of hyperlinks in the analyzed academic blogs. In this section, the hyperlinks are classified and analyzed within categories.

4.2.1 Hyperlinks for knowledge expansion

The hyperlinks for knowledge expansion enable authors to expand their core knowledge about a given topic. Digital genres combine core knowledge with peripheral knowledge via hyperlink networks (Maier–Engberg, 2019: 138). These hyperlinks also guide readers to content relevant to further research. The analysis of the two corpora illustrates that this category of hyperlinks was less frequent in both corpora (Table 1). According to the results, the authors of both analyzed corpora used blogs the most frequently (Table 2). They used hyperlinks to various blogs to further enlarge and explain a given topic, thus providing examples that expand readers' knowledge and help them acquire more relevant information. For example, the author of the academic blog *Get a life*, Ph.D. (<http://getalifephd.blogspot.com/>) writes about balancing life and work as a tenured professor. In her post *How To Read a Lot* (<http://getalifephd.blogspot.com/2013/10/how-to-read-lot.html>) she gives advice to her readers on how to keep up on reading and includes the link to the blog <https://drdavidjleonard.com/2013/09/28/scholars-versus-academics/> where readers can learn more about the importance of reading for scholarly and intellectual development (1). In the next example (2), the author of the academic blog written in Italian *Effetto Seneca* (<https://ugobardi.blogspot.com/>) writes about the future starting from an observation by Lucio Anneo Seneca, who noticed that the decline is much faster than the growth itself (Photo 1). Furthermore, he includes the link to the blog (<https://cassandraleacy.blogspot.com/>) where readers can find out more about this effect and thus expand their knowledge about a given topic (2).

1. As I reflected on my reading process as well as this thoughtful post on reading by [David Leonard](#), I realized that my reading habits have changed over time. (E4)
2. Questo può accadere con la pesca proprio come con i giacimenti petroliferi. Ma si noti anche che abbiamo un altro caso di "[Dirupo di Seneca](#)", una curva di produzione in cui il decline è molto più rapido della crescita. (I2)

Photo 1. Screenshot of the academic blog *Effetto Seneca*



Effetto Seneca
La crescita è lenta
Ma la rovina è rapida

venerdì 3 marzo 2023

Nazionalismo e Ambientalismo: una contraddizione insolubile?

Posted by Ugo Bardi

Translate

Изаберите језик

Effetto Seneca
Un Blog di Ugo Bardi.

In questo blog, si parla del futuro partendo da un'osservazione di Lucio Anneo Seneca che notò, forse per primo, come la rovina sia molto più

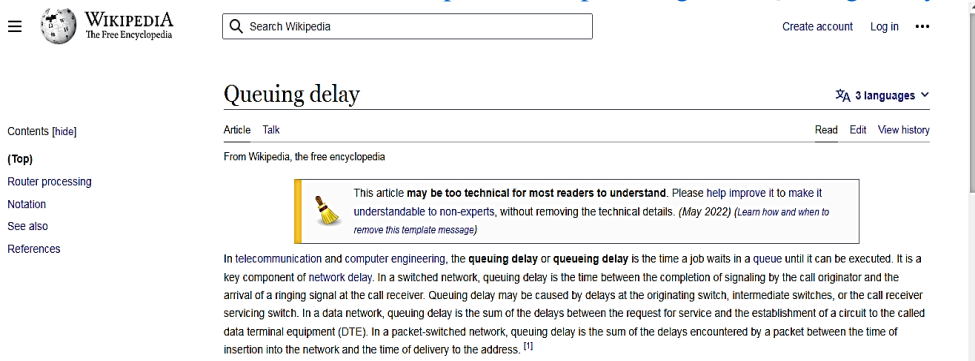
IL CLIMA È SEMPRE CAMBIATO!

Furthermore, 23.98% of the academic blogs in the analyzed corpus E included hyperlinks leading to websites to help readers expand their knowledge of a subject. Contrary to expectations, this genre was less frequently used in corpus I (5.13%). For example, a computer scientist and mathematician who writes about problems and ponders about computer science and mathematics is the author of the academic blog *iRashida* (<http://www.rashidahakim.org/>), and in one of her posts, she discusses optimal data routing. To expand the readers' understanding of the given content, she incorporates hyperlink [queuing delay](#) (3), which leads to Wikipedia, where we can learn more about this process (Photo 2). In the next example (4), the author of the academic blog *Scienza e Musica* (<http://scienzaemusica.blogspot.com/2023/02/la-scoperta-dei-bosoni-w-e-z.html>) discusses the discovery of the W boson, a boson that facilitates the nuclear fusion reaction that powers the Sun. To help readers learn more about the topic, he includes a hyperlink to the website of the CERN institute

(<https://home.cern/news/news/physics/w-boson-turns-40>), where we can learn more about it (Photo 3).

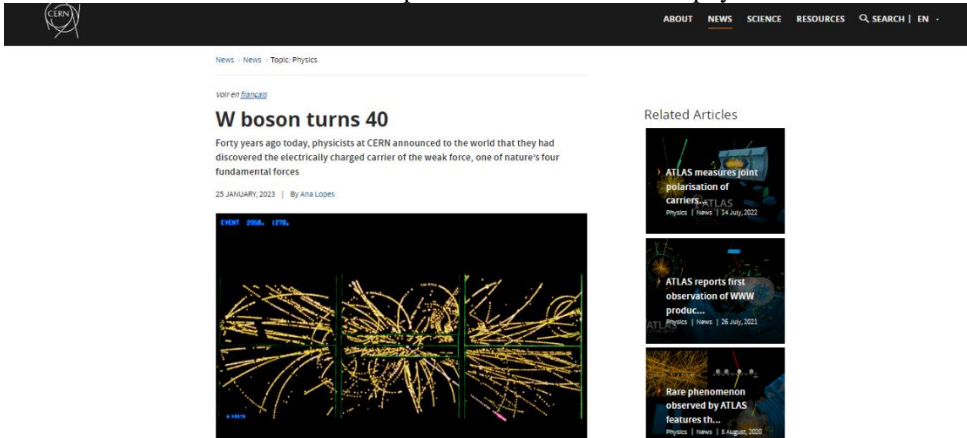
3. What makes a certain path fast or slow? Initially you might think that it's solely based on the number of links on the path (more links = slower) and to some extent this is true. However, it is also true that increased traffic along a connection makes it slower due to queuing delay. (E2)

Photo 2. Screenshot of the website https://en.wikipedia.org/wiki/Queuing_delay



4. Solo pochi giorni fa, il 25 gennaio, si celebrava il quarantennale della scoperta del bosone W (qui il relativo post celebrativo del CERN). (I4)

Photo 3. Screenshot of the website <https://home.cern/news/news/physics/w-boson-turns-40>



Additionally, hyperlinks to the scientific papers were also frequently used in both corpora (Table 2). The authors of academic blogs used this genre to further explain information from the blogs, i.e., to elaborate on the information from the posts (5-7). For example, the author of the academic blog *Brains in Italy* (<https://www.brainsinitaly.org/category/data-science/>) discusses the phenomenon of virtual influencers and as a reference to his post he includes the hyperlink to the scientific paper (5).

5. Link diretto alla fonte: <https://ieeexplore.ieee.org/document/9772313> (I1)
6. Le sue ricerche (condensate nell'articolo "[On the theoretical temperature of the Sun, under the hypothesis of a gaseous mass maintaining its volume by its internal heat, and depending on the laws of gases as known to terrestrial experiment](#)", datato 1869) hanno infatti dimostrato le relazioni termodinamiche tra pressione, temperatura e densità del gas all'interno del Sole. (I4)
7. Since the irrationals greatly outnumber the rationals, nearly every exponential sequence will be Benford (this is a bit of a simplification, see [here](#) for a more complete explanation). (E2)

The presentation genre appeared frequently in corpus E (7.02%) (8). However, further research is needed since this genre was only used by one author (E1).

8. Please email inger.mewburn@anu.edu.au to set up a time. [You can see the materials and staging details for the free lecture here.](#) (E1)

Furthermore, the authors of the analyzed academic blogs used the following genres less frequently with the hyperlinks for knowledge expansion (see Table 2): social networks (9), books (10), digital articles (11), pdf files (12), codes (13) and podcasts (Photo 4).

9. Infatti, nel thread (che potete leggere [cliccando qui](#)) ho trovato il riferimento ad un paper di ricerca astrofisica. (I4)
10. If you're interested in my more 'serious' academic work, check out the upcoming book I have edited with [Deborah Lupton](#) and [Pat](#)

[Thomson. The Digital Academic: Critical Perspectives on Digital Technologies in Higher Education](#) (E1)

11. È stato il latifondista inglese Jonah Barrington a [commentare](#) la distruzione delle vecchie foreste irlandesi dicendo che "gli alberi sono ceppi forniti dalla natura per il rimborso del debito". (I2)
12. [Cliccando qui](#) gli interessati potranno leggere lo splendido testo *Linear Algebra Done Right* di Sheldon Axler, molto utile per rinfrescare i fondamentali concetti e scoprire un approccio piuttosto originale rispetto ai tipici libri presenti sull'argomento. (I4)
13. If you are a novice to programming/Python, all you need to run this code is to download Anaconda with Python and all the packages you need will already be installed (matplotlib and scipy specifically). [Code Link](#) (E2)

Photo 4. Screenshot of the podcast *On the reg* (<https://onthereg.buzzsprout.com/>)

On the reg

AI: a pearl clutching panic fest, or are the robots really coming for our jobs?

DECEMBER 19, 2022 SEASON 3 EPISODE 48



LISTEN ON



SHARE EPISODE



SHOW NOTES

You might have noticed this episode is rather... long. But it's your last episode before February, 2023, so we figure you can digest this omnibus episodes in parts!

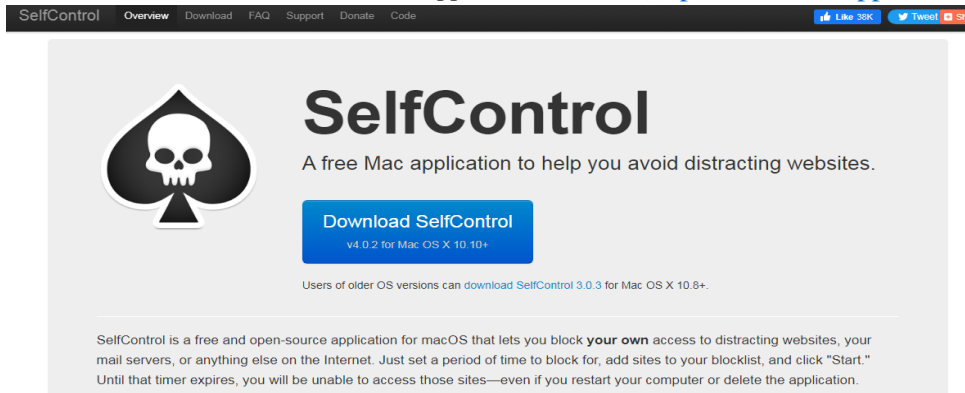
4.2.2 Hyperlinks for knowledge enhancement

The hyperlinks for knowledge enhancement guide readers to the new content or to similar content in a different format that facilitates knowledge acquisition (Engberg–Maier, 2015: 52). Furthermore, authors use this type of hypertext when they want to additionally explain concepts and attitudes from the published content to readers. The analysis of the two corpora shows that this category of hyperlinks was frequent in both analyzed corpora (Table 1).

According to the results, the authors of both analyzed corpora used blogs and websites the most frequently with this type of hyperlinks (Table 2). Blogs were more frequent in the corpus I (53.09%) in contrast to the corpus E where websites were the most prevalent genre (32.08%). The authors of the academic blogs used hyperlinks to various blogs and websites to additionally explain ideas, processes, and attitudes from the published posts (14 – 17). For example, the author of the academic blog *Get a Life Ph.D.* (<http://getalifephd.blogspot.com/>) discusses the problem of information overload, and she presents a new application *SelfControl*, that blocks access to particular websites (15). She incorporates the link to the application website (Photo 5). In addition, the example (16) displays the use of hyperlinks for knowledge enhancement as the additional explanation of the ideas and concepts in the published post. The author of the blog *Putagora e dintorni* discusses the number 43, and he incorporates the links to the websites where we can learn more about various mathematical definitions ([primo ettagonale centrato](#) - *centered heptagonal number* (eng); [gemello](#) - *twin prime* (eng); [numero di Wagstaff](#) - *Wagstaff prime* (eng); [numero di Heegner](#) - *Heegner number* (eng); [successione di Sylvester](#) - *Sylvester's sequence* (eng)).

14. It also recommends increasing "[school connectedness](#)" which could help students feel more supported and cared for while at school. (E3)
15. That's when I turned on my "[Self-Control](#)" application and wrote for an hour. Self Control is a free and open-source application for Mac OS that lets you block your own access to particular websites. Once you install it, you can set a period of time to block for, add sites to your blacklist, and click "Start." (E4)
16. Be', allora se vuole sentirsi elencare quelle diavolerie dei moderni teorici dei numeri, comincerò con una mia antica passione e prima di tutto le dirò che 43 è un numero [primo ettagonale centrato](#). Poi le posso anche dire che è il [gemello](#) di 41, il terzo [numero di Wagstaff](#), il terzultimo [numero di Heegner](#), il quarto termine della [successione di Sylvester](#), il più piccolo primo non [cheniano](#). Le basta o devo andare avanti? (I3)
17. Per chi se lo stesse chiedendo, un adrone è ovviamente una particella, ma non è una particella elementare (ovvero senza una struttura interna), bensì una particella composta da altre particelle, che possono essere [quark](#) (che invece sono particelle elementari) ed antiquark. (I4)

Photo 5. Screenshot of the SelfControl application website (<http://selfcontrolapp.com/>)



Furthermore, the authors of the analyzed corpora used these two genres to guide the readers to the new content that facilitates knowledge acquisition (18). For example, the author of the academic blog *Scienza e musica* discusses the discovery of the W boson, and he includes the link ([cliccando qui](#)) to the new content for further research (18)

18. Chi fosse rimasto sino ad ora confuso da concetti come quello di antiprotone appena menzionato, ovvero l'antiparticella del protone, legga ([cliccando qui](#)) il recente post che abbiamo pubblicato riguardo all'emergere teorico del concetto di antiparticella dall'equazione di Dirac e alla scoperta sperimentale della prima antiparticella nota, il positrone, cioè l'antiparticella dell'elettrone. (I4)

In addition to blogs and websites, the authors of the academic blogs used various genres to lead the readers to the new content for further research. It is noticeable that the authors in the corpus E used books and scientific papers more frequently than in corpus I (Table 2). For example, the author of the academic blog *The Thesis Whisperer* (<https://thesiswhisperer.com/>) provides the list of recommended books for researchers (19) as well as the list of her published scientific papers (20). Furthermore, the author of the blog *Get a Life, PhD*, (<http://getalifeph.d.blogspot.com/>), discusses how to publish an academic book and incorporates the link to her second book (21).

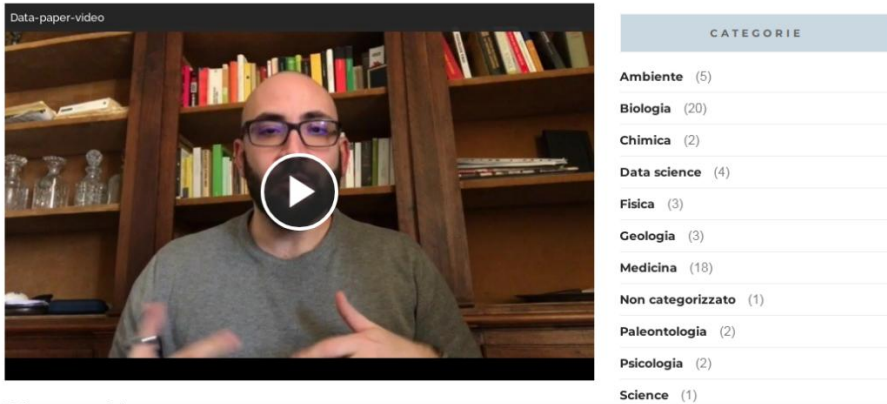
19. Here is the [BIG LIST OF recommended BOOKS FOR RESEARCHERS](#) as a [google document that I add to continuously](#) (E1)
20. For more details on my scholarly work, please visit my [Google Scholar](#) page or my [OrcidID](#). (E1)
21. I decided to publish my second and third books with academic trade presses. I never even discussed my [second book](#) with an academic press. (E4)

The authors of both corpora used other genres such as digital articles (22), photos (23), dictionaries (24), and social networks (25) less frequently to additionally explain ideas and attitudes from the published content and to guide readers to the new content for further research. Additionally, they used hypertext for knowledge enhancement leading to videos to present a certain topic in a simpler and more comprehensible way to the readers, thus facilitating their construction of knowledge (Photo 5). For example, the author of the post *Il calcio libero* (<https://www.brainsinitaly.org/il-calcio-libero/>) discusses a public data set of spatio-temporal match events in football competitions, and he includes an embedded video (see Photo 6). The video is 2 minutes long and mainly features the author of the post Luka Pappalardo talking about the given topic from the post. It is a summarized version of the published post, but the information presented here is recontextualized and more engaging to the readers.

22. Permettetemi di suggerire un possibile nuovo modo di colpirci. Forse ne avete sentito parlare ma, finora, si pensava che fosse qualcosa di marginale, non destinato a creare un'altra "nuova normalità". Ma potrebbe. È enorme, è gigantesco, sta arrivando. È il [il tetto sui prezzi del petrolio russo](#). (I2)
23. A sign with the message “self care isn’t selfish”. Image sourced from [Pexels](#). (E3)
24. Christiania is a way of [free-living](#) first established by hippies and social dropouts on a former military barracks site in 1971. (E3)
25. The best social channel to talk to me directly is [Mastodon](#): open this webpage to find and follow me: [aus.social/@thesiswhisperer](#). (E1)

Photo 6. Screenshot of the video (<https://www.brainsinitaly.org/il-calcio-libero/>)

Video:



Lastly, the authors used hypertext for knowledge enhancement leading to the content non-related to the published context (26). For instance, when discussing mathematics on the academic blog *Pitagora e dintorni*, the author incorporated a link to a piece of orchestral music to set the mood ([Creiamo un po' d'atmosfera per la parata di articoli](#)).

26. L'etichetta vuole che si parta dai nuovi ingressi, ma visto che non ce ne sono osserveremo semplicemente l'ordine cronologico d'arrivo del contributo. [Creiamo un po' d'atmosfera per la parata di articoli](#). (I3)

5. CONCLUSION

Linking is an important tool for academic bloggers since it offers many benefits, making it an essential part of any blog's toolkit. Furthermore, it allows scientists to interact with each other and engage in ongoing discussions about relevant topics while integrating a variety of sources of information. Additionally, hyperlinks in academic blogs can foster collaboration and community building. By linking to other scientists' work, bloggers can form networks of peers who share their interests and perspectives.

The analysis of two corpora has shown that all the authors used both types of hypertext in their academic blogs, although the authors of the analyzed corpus E tended to favor hyperlinks for knowledge enhancement. According to the analysis of the genres included through different types of hyperlinks, blogs, and websites were the most frequent genres in both corpora. Furthermore, there was a

high frequency of scientific papers with hyperlinks for knowledge expansion in analyzed corpora. The findings also disclosed that corpus E had a wider range of genres. Among the least common genres in corpus I, there were photos, digital articles, scientific journals, and PDF files. Additionally, dictionaries, podcasts, songs, and video messages were the least frequent types of genres in corpus E.

The dominance of the English language in academia, coupled with potential cultural differences, plays a significant role in shaping the hyperlinking use analyzed in this study. Italian bloggers, reflecting a more interconnected approach to sharing information, may exhibit a wider variety of hyperlink genres, including social networks. In contrast, English bloggers, driven by the formality and citation-oriented nature of academic discourse, predominantly link to books and scientific papers. Despite these variations, both Italian and English bloggers demonstrate a commitment to academic excellence in the blogosphere. They use hyperlinks to support their content with scholarly references, emphasizing the educational value of academic blogs.

The use of hyperlinks has a number of implications for higher education teaching in general. By fostering critical thinking, collaboration, community building, and inclusion, hyperlinks enhance students' learning experiences and prepare them for success after graduation. In this way, they provide students with an essential tool for connecting with a broader audience and contributing to ongoing conversations. A major benefit of using hyperlinks in academic blogs is the potential for improving critical thinking. By following hyperlinks and engaging in discussions with other scholars, students learn to evaluate sources, identify key ideas, and develop their own perspectives on complex issues. The importance of this process is especially evident in the context of education, where students are expected to conduct independent research and analyze information critically. Furthermore, hyperlinks in academic blogs can contribute to accessibility and inclusivity in higher education. By combining different sources of information and engaging with different perspectives, an academic community can become more diverse and inclusive. It is especially important now that many students are dealing with issues such as diversity, equity, and inclusion.

This research represents a small step toward examining the presence and the use of hypertext in academic blogs written in Italian and English, and due to a relatively small corpus analyzed, further research would be needed for a more detailed assessment of these results.

Vesna Bulatović, Vesna Bogdanović, Dragana Gak

UPOTREBA HIPERTEKSTA U AKADEMSKIM BLOGOVIMA NAPISANIM NA ITALIJANSKOM I ENGLESKOM JEZIKU – STUDIJA SLUČAJA

Rezime

Akademski blog je digitalni medij i način akademskog diskursa gde naučnici dele profesionalne i lične sadržaje široj publici. Komunikacija sa diskursnom zajednicom postaje multimodalna razmena značajnih informacija, gde tekstovi postaju interaktivni i protkani drugim tekstovima do kojih postoji besplatan i otvoren pristup, kako profesionalnoj tako i neprofesionalnoj publici, kao i alati za pretraživanje i pristup različitim materijalima i hiperlinkovima. Hiperlinkovi se često koriste u akademskim blogovima jer pružaju lak i pogodan način za čitaoce da pristupe dodatnim informacijama, poput naučnih radova, grafika, tekstualnih i drugih resursa koji pomažu u jačanju i razvoju argumenata autora. Pored toga, hiperlinkovi omogućavaju čitaocima da dobiju dodatne informacije iz relevantnih izvora i podržavaju razvoj novih hibridnih digitalnih žanrova u akademskoj komunikaciji. Koristeći onlajn akademske blogove napisane na italijanskom i engleskom jeziku, ovaj rad ispituje kako hiperlinkovi podržavaju argumentaciju pisaca i razlike u tome kako se hipertekst koristi na ova dva jezika. U tu svrhu analizirali smo 888 hiperlinkova u 8 nasumično odabranih akademskih blogova. Deo hiperlinkova korišćen je za proširenje znanja, usmeravajući čitaoce na sadržaje koji su relevantni za dalja istraživanja i omogućavajući autorima da prošire svoje osnovno znanje o datoj temi. Drugi deo hiperlinkova namenjen je za unapređenje znanja i vodi čitaoce do novog sadržaja ili do sličnog sadržaja u drugom formatu koji olakšava sticanje znanja. Digitalni žanrovi kombinuju osnovno znanje sa perifernim znanjem preko mreža hiperlinkova. Rezultati pokazuju da autori na oba jezika koriste iste tipove hiperlinkova, iako se njihova distribucija malo razlikuje. Analiza dva korpusa pokazala je da su svi autori koristili obe vrste hiperteksta u svojim akademskim blogovima, iako su autori analiziranog engleskog korpusa težili da favorizuju hiperlinkove za unapređenje znanja. Blogovi i veb sajtovi su bili najčešći žanrovi u oba korpusa. Takođe, u analiziranim korpusima postoji velika učestalost naučnih radova sa hiperlinkovima za proširenje znanja. Analiza je takođe ustanovila da engleski korpus ima širi spektar žanrova. Među najređe zastupljenim žanrovima u italijanskom korpusu bile su fotografije, digitalni članci, naučni časopisi i PDF fajlovi. Rečnici, podkasti, pesme i video poruke bili su najređe tipovi žanrova u engleskom korpusu. Konačno, studija će korisnicima stranog jezika pružiti znanja za podučavanje upotrebe hiperteksta u akademskom pisanju na kursovima visokog obrazovanja.

Ključne reči: akademski blogovi, hipertekst, hiperlinkovi, žanrovi, proširenje znanja, unapređenje znanja

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