

Metadiscourse Analysis of Pakistani English Newspaper Editorials: A Corpus-Based Study

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Abstract

Metadiscourse markers (MMs) are lexical resources that writers use to organize their discourse and express their stance about the content or the reader. Metadiscourse analysis of Pakistani English Newspaper Editorials (PENE) has been conducted. The corpus of this study has contained 1000 editorials taken from four renowned Pakistani newspapers: Dawn News (DN), The Frontier (TF), The Express Tribune (TET) and The News (TN). The distribution of 250 editorials from each newspaper has been retrieved from online sources. The frequencies of metadiscourse features (MFs) have been counted and compared, and further studied metadiscourse features (MFs) functionally on the basis of *propositional* and *non-propositional* contents. A comprehensive model on *Interpersonal metadiscourse* has been proposed and it has been categorized into *interactive* and *interactional* markers. A comprehensive scheme of metadiscourse markers (MMs) has been proposed for the analysis of the present study. The findings revealed that all corpora used more *interactive* than *interactional* markers. In this regard, the sub-categories of *interactive* metadiscourse such as *sequencing markers* and *transition markers* have been frequently observed in the corpus of The Frontier (TF) as compared to other said corpora. The sub-categories of *interactional* metadiscourse such as *engagement*, and *hedges* have been frequently seen in the corpus of The Frontier (TF) as compared to other said corpora. In conclusion, this study has claimed that The Frontier (TF) is more reader-friendly because of the excessive use of *interactive* metadiscourse.

Keywords: interpersonal, interactive metadiscourse, interactional metadiscourse, Pakistani English Newspapers Editorials (PENE)

1. Introduction

The linguistic term *Metadiscourse* plays an important role in order to construct and develop not only persuasive writing but also meaningful writing. The use of *metadiscourse* in writing is perceived as an intentional act of the writer. *Metadiscourse* study is very crucial in learning English writing. It is unfortunate situation pertaining to Pakistani learners who are immature in the usage of MMs appropriately in their writings.

Keeping in mind, the focus of this study is mainly emphasizing the study of MFs in PENE. The present study deals *interpersonal* metadiscourse which is categorized into *interactive* and *interactional* categories. This study shares an advancement in analysis of *metadiscourse* of PENE. For the present study, a corpus of 1000 editorials has been retrieved manually from online source. The distribution of 250 editorials from each newspaper has been devised to the following newspapers (i.e., DN, TET, TE, and TN). The developed corpus has been used for *metadiscourse* analysis in PENE.

For this study, the researcher has proposed a new interpersonal model on *metadiscourse* after listing of models. In order to view the frequencies, this study has proposed 627 MFs after merging markers from Hyland's (2005) book: "Metadiscourse: Exploring Interaction in Writing" and "Textinspector.com". This study aims finding frequencies of MFs on the basis of *propositional* and *non-propositional* contents following the set parameters as discussed in the section of methodology. After having calculated frequencies, then identified frequencies have been categorized on the basis of *propositional* and *non-propositional* contents. Later, the calculated frequencies have been interpreted functionally. Lastly, as per functions the frequencies of four different newspaper editorials have been compared on the basis of similarities and differences.

On the both quantitative and qualitative levels the present study has been conducted to probe into the following speculated research questions: 1) What are the frequencies of metadiscourse markers (MMs) in Pakistani English Newspaper Editorials (PENE)? 2) What are the functions of MMs in PENE? 3) What are the similarities and differences of metadiscourse features (MFs) among the national editorials of Pakistan: Dawn News (DN), The Express Tribune (TET), The Frontier (TF), and The News (TN)? This study has answered the speculated questions in this research.

2. Review Literature

In this section, this study briefly overviews the research studies that deal with MFs. Examples of major works and contributions are cited with the purpose of highlighting the stage at which *metadiscourse* has arrived and where the researcher's work fits in.

Metadiscourse refers to the "aspects of a text which explicitly organize a discourse or the writer's stance towards either its content or the reader" (Hyland, 2005, p. 14). It is largely based on the view that writing is a social activity dependent on the relations between writer, reader and the social context (Nystrand, 1986; Hyland, 2000; Thompson, 2001). The term *metadiscourse* was coined by Zellig Harris in (1959) to offer a way of understanding language in use, representing a writer's or speaker's attempts to guide a receiver's perception of a text. The concept has been further developed by writers such as Williams (1981), Vande Kopple (1985) and Crismore (1989), and collect together a range of discoursal features such as hedge, connectives and various forms of text commentary to show how writers and speakers intrude into their unfolding text to influence their interlocutor's reception of it. In fact, work by the sociologists Bateson (1972) and Goffman (1974) on *frames* was an important early development leading to linguistic conceptions of *metadiscourse*.

The following categorization in the current study the researcher points out that these two aspects of interaction, the *interactive* and the *interactional*, are essentially "two sides of the same coin" as highlighted by Thompson (2001, p. 61). Similarly, *interactive* resources such as conjunctions not only create structural links which assist comprehension, but also serve important *interactional* functions by anticipating, and perhaps deflecting, possible reader objections or counterclaims (Barton, 1994). The *interactional* metadiscourse thus represents the writer's overt performance in the text while the *interactive* metadiscourse more discreetly embodies it.

As a broad approach to *metadiscourse*, Hyland's metadiscourse model has been widely applied in previous studies of *metadiscourse*, so it has been presented in detail. According to Hyland (1998, 2004, 2005b, 2007, 2008, 2010, and 2011), and Hyland and Tse (2004), there are two levels of metadiscourse: *interactive* and *interactional*. *Interactive* resources assist to guide the reader through the text (Thompson, 2001, p. 58), by establishing discourse in accordance with the writer's anticipation of the reader's knowledge and the assessment of what the reader can recover from the text. *Interactive* resources include such categories as code glosses, transitional markers, frame markers, endophoric markers and evidential markers. *Interactional* resources comprise hedges, boosters, attitude markers, engagement markers and self-mentions (Hyland, 2010). *Interactive* metadiscourse is more related to what Halliday called the *textual* metafunction (Gillaerts and Van de Velde, 2010), while *interactional* metadiscourse is comparable to what Halliday called the *interpersonal* metafunction, dealing with the expression of the opinion of the writers, and their relationship and interaction with their readers.

2.1 Supporting Studies to the Proposed Model

In development of a new model, a detail of the following researches have helped in this research. The following studies have been enlisted ahead.

First, Boncea (2014) discussed the *hedging* structures which helped in constructing politeness strategies and mitigation in order to assess assertion's truth value. He also elaborated the distribution of *hedging* in form of lexical and grammatical patterns as MFs mentioned in the developed model. Another study by Švárová (2008) was conducted on *hedges* as politeness markers in spoken discourse in Brno, Czech. He highlighted *hedging* devices based on Willamova's (2005) categories mentioned broadly in developed model. As Willamova defined, the function of hedging device was as "typically used to express: disagreement, reservation, refusal, suggestion, uncertainty and indecision".

Secondly, the research study based on *Boosters* of interactional metadiscourse was considered in order to propose a new model of metadiscourse. Yazdani, Sharifi, and Elyassi (2014) recently conducted a research on exploring *hedges* and *boosters* in 9/11 English front page news articles. He discussed further divisions of *hedges* and *boosters* as taken in the proposed model.

Thirdly, a very broad study on metadiscourse was conducted in England by the Oskouei (2011) discussing the *interactional* variation in English and Persian. She worked on explaining the *certainty* and *uncertainty* markers

in Magazine editorials. She also opened the distribution of *attitude* markers according to the analysis of the study. This said study was greatly in support of the current study.

A further research based on *attitude* markers as interactional category of metadiscourse was accomplished by Kindiki (2009) in Kenya on the pragmatic functions of *attitude* markers of the analysis of Kiitharka's language, Bantu. The researcher figured out an *attitude* markers under the names of: discourse/speech modifiers, discourse particles, pragmatic particles or discourse operator pragmatic markers. Similarly, Blagojevic and Negahdri (2009) conducted a research work on the use of *attitude* markers in discipline of academic research articles (RAs). He discussed the distribution of *attitude* markers in the following way: a) Adverbs and adverbial phrases functioning as sentence adverbials-disjuncts, b) Verb-modifying adverbs functioning as subjuncts-intensifiers, c) Adjectives functioning as subjective complement in sentences with expletive "it", d) Adjectives functioning as prenominal modifiers, e) Modal verbs expressing obligation, f) Nouns of specific semantic content (Blagojević, 2009). The distribution of *attitude* markers was considered in the proposed model of the current study.

Hyland (2011) proposed the categorization of *interactional* metadiscourse for disciplines and discourses in social interactional context for the purpose of constructing the knowledge. He specifically shared *engagement* markers in form of reader mention, directives, questions, knowledge reference and asides. This distribution was taken in the proposed model for the current study. Similarly, Gholami, Tajalli, and Shokrpour (2014) demonstrated the categorization of *interpersonal* metadiscourse in their research work. They specially highlighted the classification of *frame* markers in their study to express the functions of *interactive* metadiscourse. They also showed *frame* markers in terms of sequence markers, label stages, announce goals and topic shift. They further shared transition markers as additive, causal, adversative and temporal. This past study assisted in the current study considering Hyland's proposed categorization for proposing a new model.

As for as proposed model is concerned, Yang (2014) investigated the linguistic feature *evidentiality* as metadiscourse category in RAs of English of Applied Linguistics. He mainly divided evidential types into four major categories such as *sensory*, *reporting*, *inferring* and *belief* evidential. His categories were greatly supposed making a part of a new proposed model. The detail of division was accounted for in the proposed model.

Finally, Burneikaite (2009) mentioned *endophoric* markers as metadiscourse in detail. She categorized *endophoric* markers into five subcategories: *non-linear text references*, *thesis level markers*, *chapter/section level markers*, *sentence level markers* and *vague markers*. This distribution was marked in the current study as a part of new model for the analysis.

2.2 Metadiscoursal Studies of Newspaper Editorials

Linguistic is the study of variation of language, including *phonetics*, *morphology*, *syntax*, *semantics*, *sociolinguistics*, and *pragmatics*. The interest of Linguists in discourse in prior years is gradually shifting from the traditional focus on ideational dimension of texts and speech to the ways they function interpersonally (Hyland, 2004).

According to Isaac Afful (2014), a research conducted on analyzing of titles of feature articles in two different Ghanaian newspapers. Kuhl and Mojood (2012) conducted a research on contrastive study of *metadiscourse*, focusing on cross-linguistic study and generic conventions in English and Persian editorials. The said study helped in speculating research question no. 1.

Le (2004) confirmed how the elite newspaper, Le Monde, constructed active participation within its editorials' argumentation to establish its authority. More recently, Fu and Hyland (2014) explored some of the ways that interaction contributed to the success of two journalistic genres: *popular science* and *opinion articles*. After considering these studies, the functions of *metadiscourse* of said studies led toward the research question no. 2.

Dafouz-Milne (2008) carried on the research in *metadiscourse* in newspapers by exploring the role that MMs played in the construction and attainment of persuasion by examining two elite newspapers, the British *The Times* and the Spanish *El País*. The said study assisted the researcher to raise the research question no. 3.

The current study attempted to address the objections of these previous studies. The prior studies were lacking in their corpus development, absence of corpus detail, insufficient size of data, lack of procedural analysis and inappropriate way to define frequencies of the MMs. The present study also criticized Congjun Mu' (2010) work on national editorials due to the lack of corpus detail, inappropriate size of data and absence of recording information frequencies.

3. Research Methodology

3.1 Research Design

The present study has dealt *Interpersonal* metadiscourse and its categorizations: *interactive* and *interactional* categories. The said categories have demanded a quantitative and a qualitative approaches. The former approach has been considered to find frequencies of MMs and, then to make comparison among the frequencies of *Interpersonal* metadiscourse, especially in PENE. The later approach has been considered for *Interpersonal* metadiscourse in order to develop a classification of *metadiscourse* and distinguishing *propositional* from *non-propositional* materials applicable to PENE.

In first category, the quantitative element of this research has found frequencies of MFs. The other quantitative aspect has made comparisons on the basis of similarities and differences keeping in view about its frequency of both *interactive* and *interactional* metadiscourse in PENE. Moreover, for this study 1000 editorials (250 from each newspaper: DN, TN, TF and TET) have been chosen.

The qualitative components of this work are both *text-* and *theory-driven*. This study has followed *text-driven* approach that has suggested a revised classification that has been considered the forms of *Interpersonal* metadiscourse identified in the said corpora. The newly developed categories have been discussed in detail and illustrated with the help of instances from PENE. This study is also *theory-driven* because it has emphasized the prior works of metadiscourse and has tried to display the issues which have been raised in this area. This study based on *Interpersonal* metadiscourse has contained some hurdles due to the fuzzy view about this concept and even variety of devices that can be accounted in the shed of this category. The current research has actually studied past works and has stated a couple of major difficulties: to differentiate both *propositional* and *non-propositional* contents that were, in fact, the main problem in works of *metadiscourse*, and also overlapping distributions of *Interpersonal* metadiscourse. This research has needed to attempt providing a clearer image of *propositional* and *non-propositional* contents by creating some boundaries in the form of proposed model for distinguishing the two.

3.1.1 Proposed Model for This Study

In order to cover qualitative component of the present research, after examining the list of studies' models as above mentioned the present model has been devised in order to cover major categories and all sub-categories of MFs. In this connection, this study has proposed a new model for metadiscourse analysis that has dealt: *Interactive* and *Interactional* categories. The proposed model has covered an extensive and maximum features of *metadiscourse* for the analysis purpose. See below.

Table 1. Proposed model for this study

			Expansion	Explanation
			Reduction	Implication Paraphrase Specification
Interactive category	Code glosses	Reformulation		
		Exemplification		
	Endophoric Markers			
	Evidentiality	Sensory evidential Belief evidential Reporting evidential Inferring evidential		
	Frame markers:	Sequencing Label Stages Announce goal		
		Topic shifts		
	Transition Markers	Additive Causal Adversative		
		Temporal		
	Self-mentions	First person pronoun Possessive adjectives		
	Engagement Markers	Inclusive Expressions Personalization Expression of reader-address Questions Asides Anecdotes and saying		
Interactional Category	Attitudinal Markers	Expressions of Obligation Expressions of Attitude Negation expressing counter-expectancy		
				Modal Adjectives Modal Adverbs Modal Auxiliaries Epistemic Verbs Approximators Modal Nouns
		Uncertainty Markers	Expressions of Uncertainty	
	Hedge	Impersonal Expressions and Reported Speech Conditional clauses	Passivisation Discourse epistemic or evidential phrases Hesitation If-clauses but-clauses Question forms	
		Certainty Markers Expressions of Certainty Repetition Attribution		
	Booster			

3.1.2 Formation of List of Metadiscourse Markers

Keeping in view the data analysis, this study has designed individual MFs that have been categorized into two categories: one was *Interactive* category and second was *Interactional* category. For each category, the lists of MMs have been planned by using two sources i.e., firstly, the features of *interpersonal* metadiscourse have been taken from textinspector.com. Secondly, the features of *interpersonal* metadiscourse have been taken from Hyland's (2005) book: *Metadiscourse: Exploring Interaction in Writing*. After refining the final lists, both lists have been merged together and duplicate markers have been removed from the final list of metadiscoursal categories such as *interactive* (i.e., *textual*) and *interactional* (i.e., *interpersonal*) metadiscourse. The detail of MMs is given below.

Table 2. Formation of final lists of metadiscourse markers

Categories	Sub-Categories	Textinspector.com	Hyland (2005)	Merged Markers
INTERACTIVE MARKERS	Code glosses	18	25	28
	Endophorics	14	20	34
	Evidentials	29	7	36
	Frame Markers: Sequencing	39	26	52
	Frame Markers: Label stages	12	16	22
	Frame Markers: Announce goals	19	15	34
	Frame Markers: Shift topic	0	13	13
	Transition Markers	48	48	51
	Self-mentions	6	11	11
INTERACTIONAL MARKERS	Engagement Markers	21	79	86
	Boosters	39	65	81
	Attitude markers	26	64	72
	Hedges	47	101	107
Total		318	490	627

The final column containing 627 individual MMs have been finalized for the data analysis. The lists of *interactive* and *interactional* categories are given in Appendix A.

3.1.2.1 Proposed Metadiscoursal Features: Interactive and Interactional Categories

The present study has proposed both new schemes of individual *Interactive* and *Interactional* MFs. The above mentioned table has already shown the distributions of both major categories: firstly *Interactive* and lastly *Interactional* metadiscourse. The final lists of the new schemes of MMs have been provided in Appendix A.

3.2 Development of Corpus

After having proposed model on metadiscourse, the corpus for the present study has been developed. The data has been lifted in form of editorials from online sources that have talked over up-to-date problems which have affected the society in conveying that have shared views belonging to issues and that they have shown affiliation to educated audience. In order to depict the clear picture to the reader that some parameters have been set in selection of editorials under the following standards:

- 1) They are relative with different networks of newspaper or contain unlike publisher.
- 2) They are issued on daily basis as compared to weekly basis.
- 3) The chosen editorials are partially signed and partially unsigned, and are likely written by the editorialists in order to represent the editorial board and to some extent individuals.
- 4) The language of editorials is an argumentative or criticism in nature.
- 5) They are available on internet, especially on their websites.
- 6) They are found in English language.

As for as data size is concerned, 1000 editorials from PENE have been collected. The distribution of 250 editorials from each newspaper has been taken equally as discussed earlier.

3.3 Analysis of the Study

As for as analysis is concerned, all taken newspaper editorials have been examined under the proposed model of metadiscoursal categories: *Interactive* and *Interactional* markers.

For the current study, a number of techniques have been developed to analyze MFs out of PENE. First, the current research has practiced a new proposed model of metadiscourse, which has been classified *metadiscourse* into two categories: 1) *Interactive* metadiscourse and 2) *Interactional* metadiscourse. The former category *Interactive* metadiscourse has included frame markers, evidential, endophoric markers, code glosses and transition markers. The latter category *Interactional* metadiscourse has comprised boosters (expression of certainty), hedges (expression of uncertainty), attitude markers, self-mentions and engagement markers. Second, the most important thing of this study has a development of lists of MMs which have been borrowed from the

sources discussed earlier.

Thirdly, this study has developed metadiscourse expressions of each metadiscourse category which has been processed in software (Antconc.3.4.4.0) for having numerical results. The significance of these expressions has made a new way for the future researches. In order to have an innovative way, the markers have been devised in form of an expressions and they have been used in order to check all required MMs at once. For the purpose of checking frequencies of MFs and the analysis of data, the text processor (Antconc.3.4.4.0, 2014) has been used. Then, the items taken to be *metadiscourse* have been identified and categorized in the texts based on the proposed model of metadiscourse has contained the said categories, and the analysis has found all MMs which have been used most frequently and less frequently in *interactive* and in *interactional* categories, but have ignored those markers which have not been found even a single time in a single file of the corpus. In order to maintain the quality, the researcher has manually checked out the identified markers on the basis of *propositional* and *non-propositional* contents. See developed metadiscourse expressions in Appendix B.

4. Results

This study has presented results and discussion for data analysis. The present research is both quantitative and qualitative in nature. The quantitative approach has been set to present numerical results in form of frequencies based on *propositional* and *non-propositional* contents. The second aim of this approach has been set to compare the frequencies of *propositional* and *non-propositional* metadiscourse on the basis of similarities and differences. On the other hand, the qualitative approach has been set to interpret the numerical results functionally. As for as quantitative approach is concerned, the proper distribution of *propositional* and *non-propositional* MMs out of PENE (for example, DN, TN, TET and TF) has been presented in table below.

Table 3. Distribution of frequencies of interactive and interactional markers

No. of Newspapers	Interactive Markers		Interactional Markers		Accumulated Markers	
	Propositional	Metadiscourse	Propositional	Metadiscourse	Propositional	Metadiscourse
Dawn News	3,048	4,840	926	5,376	3,974	10,216
The Express Tribune	2,459	4,646	581	3,809	3,040	8,455
The Frontier	4,585	8,153	1,605	7,834	6,190	15,987
The News	3,319	4,732	1,253	3,232	4,572	7,964

As far as *interactive* metadiscourse results are concerned, the frequency of MFs is seen in all editorials but the greater amount of *interactive* markers is found in corpus of TF. On the other hand, in the corpus of TF in which the most frequent group *interactional* markers has been observed. The detail of results of MFs of each corpus is given below.

Table 4. Mutual Results of all Corpora

Categories	Sub-Categories	The Frontier		The Dawn		The Express Tribune		The News	
		Pro	Meta	Pro	Meta	Pro	Meta	Pro	Meta
INTERACTIVE MARKERS	Code glosses	2	504	20	628	29	509	17	426
	Endophorics	35	327	129	134	37	165	73	221
	Evidentials	24	748	37	280	23	240	330	940
	Frame marker: Sequencing	170	2,230	369	1,237	398	900	494	1,186
	Frame markers: Label Stages	13	253	103	75	0	190	20	97
	Frame markers: Announce goal	10	127	23	73	8	71	27	54
	Frame markers: Topic shifts	130	480	126	292	155	283	81	171
	Transition Markers	4,201	3,484	2,241	2,121	1,809	2,288	2,277	1,637
	Total	4,585	8,153	3,048	4,840	2,459	4,646	3,319	4,732
INTERACTIONAL MARKERS	Self-mentions	567	915	67	184	82	339	372	221
	Engagement Markers	888	2,369	435	1,480	318	1,056	576	929
	Boosters	51	1,527	111	1,325	34	748	116	587
	Attitude Markers	23	791	30	761	79	331	66	334
	Hedges	76	2,232	283	1,626	68	1,335	123	1,161
	Total	1,605	7,834	926	5,376	581	3,809	1,253	3,232

The above mentioned results of *Interactive* markers have been presented graphically in order to disclose a vivid image of the use of MMs in PENE by the editorialists. In given below graph, it has been seen that the frequent use of *Transition* and *Sequencing* markers has been observed out of all PENE. In this graph, there has only been portrayed *non-propositional* markers graphically.

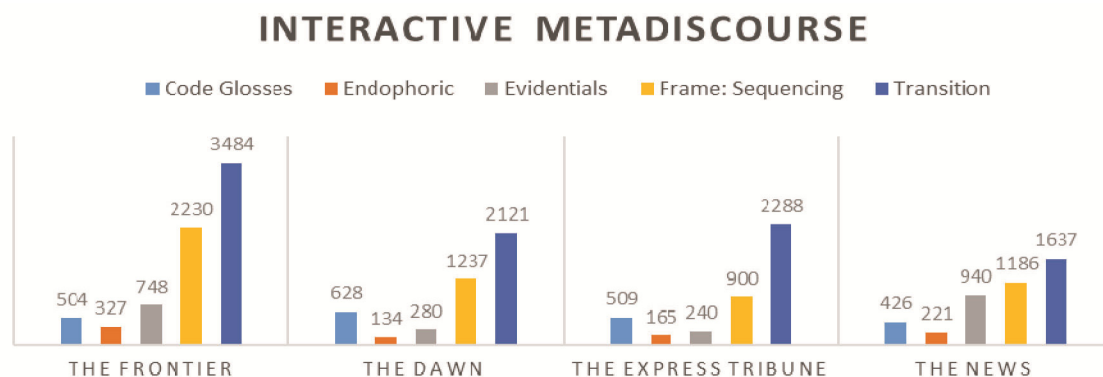


Figure 1. Results of interactive metadiscourse

As for as *Interactional* sub-categories are concerned, the above mentioned results have been presented graphically in order to disclose a vivid image of the MMs in PENE by the editorialists. In given below graph, it has been seen that the most frequent use of *engagement*, *emphatics* and *hedges* categories has been noticed on the basis of *propositional* and *non-propositional* out of all PENE. In given below, the *non-propositional* markers have been considered and presented graphically.

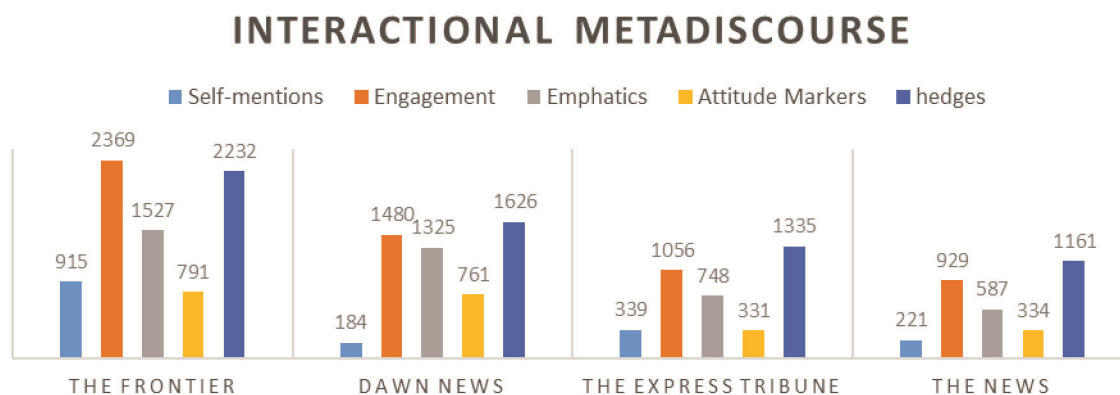


Figure 2. Results of interactional metadiscourse

5. Discussion

The single most striking observation emerged from the data comparison is the occurrences of *interactive* and *interactional* markers in corpus of TF. The detail of results of individual corpus is seen: firstly the sub-categories of *interactive* category such as *sequencing* and *Transition* markers have been seen in greater amount as compared to the other corpora. Secondly, the sub-categories of *interactional* category such as *self-mention*, *engagement markers*, *boosters*, *attitude markers* and *hedges* have been found more frequently than other corpora. As above mentioned in table, the summed up results have been shown on the basis of *propositional* and *non-propositional* which have been manually noted by studying each marker in a given corpus.

Similarly, as far as the results of TF are concerned, the sub-category *Transition* markers in *interactive* metadiscourse has been used frequently. In case of *interactional* category, the most frequent sub-category is *Engagement* markers. In conclusion, *interactive* sub-category is used more frequently as compared to *interactional* metadiscourse. This thing shows that the editorials' writing in Pakistan is reader-friendly not

writer-friendly.

Likewise, in corpus of TN the greater amount of markers of sub-category *Transition* markers is seen in *interactive* category. In *interactional* category, the most frequent use of MMs is used in sub-category *Hedges*. Overall, the editorialists have used more *interactive* markers than *interactional* markers in their editorials. The same conclusion is inferred as the corpus TF draws.

More likely, in corpus of DN the sub-category *Transition* markers is frequently used in editorials of the said corpus. In case of *interactional* metadiscourse, the most frequent sub-category *hedges* is used in corpus of DN. This frequent use of *interactive* metadiscourse is seen more than *interactional* markers in the particular corpus. The same conclusion on the basis of results is drawn as inferred by TF and TN.

Moreover, in corpus of TET the greater use of sub-category *Transition* markers in *interactive* metadiscourse is used by the editorialists. The most frequent sub-category *hedges* of *interactional* metadiscourse is used. Similarly, another sub-category *Engagement* markers is frequently used. Overall, in this corpus, the *interactive* markers have been used more frequently as compared to *interactional* markers. Again, the similar conclusion is marked as inferred by TF, TN and DN.

As above tabulated, in response to the results it has been observed that the greatest amount of *interactive* markers is seen in the corpus of TF, and the most frequent markers of sub-category *Transition* markers and the frequent category *Sequencing* markers are seen in all corpora. The most frequent markers of sub-categories *Engagement* markers and *Hedges* are only seen in the corpus of TF. In the next section, the functions of MMs are exemplified under the categories: *Interactive* and *Interactional* metadiscourse.

5.1 Interactive Metadiscourse

5.1.1 Code Glosses

The function of code glosses is providing additional information through rephrasing, illustrating or explaining. It shows the writer's proposition regarding the cognitive environment of the reader. According to Hyland (2007), code glosses are distributed into *exemplification* and *reformulation*. The following examples are given below:

1) *As per the report, practices such as forced labour, debt bondage and forced marriage all qualify as modern slavery. Experts say that over the years, the number of slaves has not increased, but more data has become available. (Dawn News file no. 65)*

In example (1), the use of *such as* has shown the additional meanings through such exemplified word. Using this marker, the writer has exposed further elaboration in the proposition.

2) *The point-scoring approach from both sides also created tension. For instance, the government team committed a big blunder when they portrayed opposition's offer to drop the name of prime minister from the TORs as its success. (The News file no. 63)*

In above mentioned example (2), the writer has employed marker *for instance* in order supply further meanings in the *propositional* content for the readers. This marker is used to quote some previous truths proving the current affairs authentically and persuasively for the readers. These underlined markers are treated as MMs because of their usage in the sentences.

Implication functions to make a conclusion or sums up the prior segment. An instance is given below:

3) *In other words, the political society uses a coercive approach whereas the civil society employs a discursive approach. (The News file no. 14)*

In example (3), the significant use of marker *In other words* as a concept of equivalence is seen between statements that are helpful in order to rephrase the conclusion as per writer's views keeping readers away from statement in this way.

5.1.2 Endophoric

Endophoric markers as metadiscoursal devices refer to information which are expressed in the text such as *given below*, *noted above*, *for example* and etc. These markers signify additional material and make accessible to the readers in order to show the intentions of the writer, and fulfill the recovery of his meanings. The following example is seen below:

4) *For example, the wrestler Inamullah was denied entry to the Olympic qualifying round last month due to the sheer ineptness of the administrators as he failed to reach the venue of the qualifying event. (The Express Tribune file no. 129)*

In example (4), using *for example* shows something has happened earlier in another text but the writer is putting something in current writing what has said or happened before for developing reader's mind immediately. This kind of use of this marker is considered as MMs.

5.1.3 Evidential

Evidentials are devices of metalinguistic representations in order to show ideas taking from another source and assist in establishing the subject's authorial command. Evidentials indicate to the information in which persuasive goal is achieved by the writer's stance. Evidential is further categorized into sensory, belief, reporting and inferring evidentials. The following is example:

5) *But when I look at Japan, **I see** plenty of evidence that neither individual behavior nor free-market policy is the main reason for poverty. (The Frontier file no. 246)*

In above mentioned example (5), using *I see* shows writer's view about reality of the current events or what has happened earlier. As in above example (4), the writer is getting involved personally in order to involve the readers by exposing evidences about what is going on.

6) ***Admittedly**, Afridi has the unfortunate tendency to often give inappropriate statements, but this was not one of those times. (The Express Tribune file no. 194)*

In above example (6), *admittedly* has been employed as adjuncts by the editorialist showing his individuality through such adverbs. In this example, the writer has put himself/herself as an authority in front of the readers. The writer has shown himself as the opinion holder in the proposition for the readers. This marker is considered as MMs.

5.1.4 Frame Markers

Frame Markers refer to sequences, text stages, or discourse acts. These markers frame the propositional material in order to make it interesting and attractive for the readers. By the use of these markers, the writer makes his writing beautiful, conveys his goals and gives the sequence of ideas appropriately. Frame markers such as *finally*, *to conclude*, *the aim*, *I would like to*, *I wish*, *firstly* and etc. have been seen in below examples.

In this study, frame markers are further subcategorized into announce goals, sequencing, labeling and topic shifting. The following are examples below:

7) *Lastly, **I would like to** get something straight. While Egypt is on the path to democracy the road remains long and strewn with boulders, as the president admits. (The Frontier file no. 190)*

In above example (7), *I would like to* has been seen in this study which has shown the writer's intentions how he foregrounds the reader and lets the reader to figure out the significance of the *propositional* material. This marker has been employed by the writer to announce goals and purposes personally.

8) *Preservation of history has two major benefits: **firstly**, it shows that we value our heritage and are concerned about holding on to it. (Dawn News file no. 35)*

In example (8), the writer has used a sequence marker making writing more dimensional and directional for the readers. The use of *firstly* has shown the writer's opinions how he has organized different arguments and ideas through the said marker.

5.1.5 Transition Markers

Transition markers are in form of conjunctives and conjunctions which assist the readers to seek reasonable connection between propositions. These markers act as adverbial phrases and assist readers in an interpreting pragmatic relations between arguments and events. A number of categorizations have been proposed by the related authorities, covering the categorization proposed by Halliday and Hasan (1976):

Additive markers (i.e., for example, moreover, similarly) as metadiscourse devices establish a connection in an argument in order to interact with readers through text for persuasion. The following examples are given below:

9) ***Moreover**, particular attention must be given to rescuing minors from slavery. (Dawn News file no. 65)*

In above example (9), using *Moreover* by the writer has directed and organized an argument appropriately in the *propositional* content.

Causal markers (i.e., as a result, it follows that, therefore) refer to the consequences of a cause in an argument. The following examples are given below:

10) ***Therefore**, the final outcome of "Panama politics", be zero plus zero: zero. (The News file no. 131)*

In example (10), the use of *therefore* has been practiced by the writer to show the consequences of the matter that is under discussion.

Adversative transitions (i.e., but, however, although, nevertheless) are used to show conflict, contradiction, concession, dismissal, emphasis and replacement.

11) ***Nevertheless**, this is a step in the right direction and it is hoped that the textbooks will include such topics as gender equality and the rights of minorities as well. (The Express Tribune file no. 27)*

Similarly, in example (11) *nevertheless* has been employed by the writer where there is a need to show different views as different arguments. This kind of marker is considered as MMs.

Temporal markers is a type of transition (i.e., second, then, lastly) “are used to signal a chronological or logical sequence.” The use of temporal transition has been mentioned below in examples:

12) ***Finally**, Fata communities will not be rebuilt by economic incentives alone—there has to be a sense of local ownership in the rebuilding and revival of post-conflict areas. (Dawn News file no. 70)*

In above example (12), using *finally* has been used in propositional content showing logical connection between arguments. This marker works as sequential transition which organizes ideas effectively for the readers. This marker has been regarded as MMs.

5.2 Interactional Metadiscourse

5.2.1 Self-mentions

The function of self-mention shows the use of possessive adjectives (i.e., my, our) and first person pronouns (i.e., I, we) to present information. In this study, self-mention shows the use of first person pronouns. This study has employed the forms of first person and its possessive forms for presenting information. The following example is given below.

13) ***Sadly**, **I** must state that all of these high and mighty appointees meted out a step-motherly treatment to Fata and never contributed towards its development. (The News file no. 131)*

In above mentioned instance (13), the writer has used first personal pronoun *I* in order to show his presence and personally criticized those appointees who did not fulfilled their duties properly for the development of Fata. The writer has shown his presence as a criticizer who has been pinched by the negligence of the appointees. He has consciously employed this marker to express his sorrowful feelings. This marker is considered as MMs.

5.2.2 Engagement Markers

The function of engagement markers is addressing readers, taking their attentions selectively, and anticipating their expected problems, considering their presence as participants with the assistance of *second personal pronoun, questions forms, asides, and imperatives* (Hyland, 2004). The following examples are given below.

14) ***We** will not give any of them the oxygen of publicity. (The Express Tribune file no. 235)*

In above mentioned example (14), where *we* has been used inclusively. It is also showing the writer’s wish by saying that he inclusively with the rest of people will not let anyone to get benefits through advertisement. Therefore, it is marked as being an *inclusive expression*. So, it is grouped in “personalization”.

5.2.3 Attitudinal Markers

Attitude markers show the way of expressing or commenting of speakers or writers on *propositional* material or content what belong to the real world. The current study has made texts based analysis on the basis of *propositional* and *non-propositional* attitudinal traits as Hunston and Rose do. Hunston and Thompson (2000) have brought the term *evaluation* into use in their study.

15) *Germany will also **have to** develop a much more comprehensive and forceful foreign policy for Northern Africa and the Middle East. (The Frontier file no. 72)*

In above mentioned example (15), *have to* has been employed by the author to indicate an obligation and anticipate a suggestion about the circumstances in which action is done, is regarded as *expressions of obligation*.

5.2.4 Hedges

Hedges refer to the *uncertainty, possibility and negativity* in the content. Hedges help the writer to create politeness, probability and ambiguity in order to pursue readers through his writing. In order to support the present study, the use of *hedges* expresses the reluctance of the writer to show the category of the propositional information (Hyland, 1996, 2010; Holmes, 1988), to allow the writers in order to show their knowledge in an

intellectual way and to construct the dual authorial identity of “humble servants” of their originators of new knowledge and disciplines (Myers, 1989, p. 4). See examples below:

16) *There **seems** to be an ever-present ruthlessness when it comes to the treatment of Afghan refugees in Pakistan. (The Express Tribune file no. 39)*

In an instance (16), the use of hedge *seems* has been seen in this study. The use of hedge has been expressed the tentativeness and possibility at writer’s end in his/her writing.

Question form is a technique to gain the attention of the audience or readers. In this study, question forms have been seen as a way to catch the minds of the readers. The following example taken from corpus is seen below:

17) *Why have there been no enrolment drives? (Dawn News file no. 77)*

In example (17), the use of *question form* has been observed in propositional content by the writer to involve the readers towards the serious matter as to get their opinions and letting them to judge. This technique has been accounted for holding opinions of the readers. This technique is considered as MFs.

5.2.5 Boosters

Certainty markers refer to *surety, emphasis, certainty, validity, obligation, probability* and the *telling truth* in propositional material. The term *Certainty markers* has been replaced by the term *Boosters* as given in Hyland’s (2005) model and the term *emphatics* as given (Crismore and Farnsworth, 1989; Vande Kopple, 2002). The following examples are given below:

18) *The funny thing is that earlier in the day, King Salman was present at the airport to receive the leaders of other Gulf nations. Obama **obviously** had to swallow the snub. (The Frontier file no. 231)*

Adverb has been used to indicate certainty in above example (18), the writer has employed *obviously* as certainty marker showing certainty about the issue to the readers.

6. Conclusion

The conclusion of the study was made on theoretical and empirical foundation. In case of theoretical foundation, this study was designed determining the fair image of both *interactive* and *interactional* categories in forms of its distinction- the distribution between the *propositional* and *non-propositional* content, a new classification of ultimately *interpersonal* metadiscourse was designed taking account the prevailing works. This newly designed categorizations attempted to set a parameters regarding the vague nature of the sub-categories of major *interpersonal* metadiscourse. In case of empirical foundation, the findings of this study showed that the influential metadiscourse category in editorials genre was interactive category, and the predominant features were sequencing markers, and transitional markers- a subcategories of *interactive* category. More precisely, the major category *Interactional* markers contains the higher outcomes of MFs in the editorials of TF, but the *interactional* features are less perceived in the remaining corpora (i.e., DN, TN, and TET).

The boundaries of this study as limits are supposed, one of the limitations of this research is the relatively unequal size of chosen corpora data files for purpose of analysis. The current study opens a new gateway as having larger data or even smaller data in future for further research, because this study contains 1000 editorials and finds functions of *Interpersonal* metadiscourse in it, finds type of functions as frequency and also finds similarities and differences of type of metadiscoursal functions in all corpora. First time, taking larger data is analyzed in order to explore the *Interpersonal* metadiscourse functions in the context; however, the analysis was conducted using software as above mentioned. In this connection, keeping in view the time limitation, a number of texts (i.e., 1000 editorials) were taken in corpus, but their individual size of all files were short and easily considerable for analysis. Having larger data for this study, it was more than enough to generalize the results and display overall differences in the practice of *certainty devices, uncertainty devices* and *engagement devices* in all corpora.

Another limitation was in discussion section where *evidential* was not discussed or even focused in this study due to lack of background studies on the distribution of evidential markers. The limitation of this study is to avoid gender base analysis of editors, and has taken DN, TN, TET and TF newspaper editorials only in Pakistan. Future research can be carried on relevant *contextual* elements (editors and particular magazines, press, online blogs) in order to highlight the functions.

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Appendix A

Table 5. Proposed metadiscourse features: interactive category

Code Glosses	certain that	Must	(In) Section X	Believe	Approximately	in my view	Sometimes
for example	Certainly	Never	(In) the X chapter	Believes	Argue	in this view	Somewhat
()	Certainty	no doubt	(In) the X part	Cite	Argued	in our view	Suggest
as a matter of fact	Clear	Obvious	(In) the X section	Cited	Argues	in our opinion	Suggested
Called	Clearly	Obviously	(In) This chapter	Cites	Around	Indicate	Suggests
defined as	Conclusively	of course	(In) This part	Claim	Assume	Indicated	Suppose
e.g.	Decidedly	Prove	(In) This section	Claims	Assumed	Indicates	Supposed
for instance	Definite	Proves	Chapter	Demonstrate	Believed	Largely	Supposes
i.e.	Demonstrate	Proved	discussed above	Demonstrates	Broadly	Little	Suspects
Mean	Definitely	Realized	discussed before	Established	Claim	Likely	Suspect
in other words	Demonstrates	Realizes	discussed below	found that	Claims	May	tended to
In fact	Demonstrated	Realize	discussed earlier	Literature	certain extent	Mainly	tend to
Known as	Determine	Should	discussed later	point out	Claimed	Might	tends to
Indeed	Doubtless	Really	Example X	point to	certain amount	Maybe	Typical
Or	Doubt	Shown	Example	points out	certain level	Mostly	to my knowledge
Namely	Essential	Show	Figure	points to	Couldn't	not understood	Typically
Say	Established	Shows	Fig	Prove	Could	Often	Uncertainly
put another way	Establish	Showed	Noted	Proves	Doubtful	Ought	Uncertain
such as	even if	Surely	Page	Quote	Doubt	on the whole	Unclearly
Specifically	Evidently	Sure	P. X	Quoted	Estimate	Plausible	Unclear
that means	Evident	the fact that	Later	Research	essentially	perhaps	Usually
that is to say	Finds	Thought	Page X	Said	Estimated	plausibly	Unlikely
that is	Find	Thinks	X above	Says	Feel	Possibly	wouldn't
this means	I believe	Think	Table	Show	Fairly	Possible	Would
which means	Found	Undeniable	X before	Shows	Feels	Postulated	
Viz	Incontestable	Truly	Earlier	Studies	from this perspective	Postulate	
Boosters	in fact	Undeniably	X below	Suggest	Felt	Postulated	
Always	Incontestably	Undoubtedly	Section	Suggests	from my	Presumably	
Actually	Incontrovertibly	Undisputedly	Evidentiality	Hedges	Perspective	Presumable	
Apparent	Incontrovertible	well known	according to	Almost	from our perspective	Probably	
Believed	Indisputable	won't	(to) cite X	About	Frequently	Probable	
Believes	Indeed	without doubt	(date)/(name)	Apparent	Generally	Quite	
Beyond	it is clear	TRUE	(to) quote X	Apparently	Guess	Relatively	
Believe	Indisputably	Endophoric	according to X	Appear	in most cases	rather x	
beyond doubt	it is known that	See	[ref. no.]/[name]	appear to be	in general	Roughly	
Certain	Know	(In) Part X	Argue	Appeared	in my opinion	Should	
by far	Known	(In) Chapter X	Argues	Appears	in most instances	Seems	

Table 6. Proposed metadiscoursal features: interactional category

Attitude Markers	Fortunate	Understandable	intend to	to repeat	Last	Digress	do not	Order	Self-mentions
!	Fortunately	Understandably	Intention	to sum up	Lastly	Resume	employ	one's	We
Admittedly	have to	Unexpected	my goal is	to summarize	leads to	Revisit	Ensure	Our	Our
Agree	Hopeful	Unexpectedly	my purpose	Sequencing	listing (a, b, c, etc.)	So	estimate	ought	Us
Agrees	Hopefully	Unfortunately	Objective	to start with	Nevertheless	shift to	evaluate	picture	My
Amazed	Important	Unfortunately	Purpose	(in) the X part	Nonetheless	turn to	Find	Pay	I
Amazing	Importantly	Unusual	seek to	(in) chapter X	Next	to look more closely	Follow	Prepare	the author's
Amazingly	Inappropriate	Unusually	want to	(in) the X chapter	Numbering (1, 2, 3, etc.)	Well	Go	remember	the author
Appropriate	Inappropriately	Usual	we will emphasise	(in) section X	on the contrary	Engagement Markers (the) reader's	have to	recall	the writer
Appropriately	Interest	Announce Goals (in) this chapter	we will focus on	(in) this section	on the other hand		imagine	Review	the writer's
Astonished	Interesting	(in) this chapter	wish to	(in) the X section	Or		incidentally	Regard	Mine
Astonishing	Interestingly	(in) this part	would like to	(in) this chapter	Secondly		increase	Recover	Me
Astonishingly	Must	(in) this section	Label stages	(in) this part	Second	Allow	Input	Remove	
Correctly	Ought	Aim	all in all	(in) part X	Subsequently	Analyse	Insert	Refer	
Curious	Pleased	desire to	at this point	Accordingly	Third	Apply	integrate	Select	
Curiously	Prefer	Focus	at this stage	Also	Then	Arrange	Key	See	
Desirable	Preferable	Goal	by far	Although	Thirdly	Assess	Let	Should	
Desirably	Preferably	here I do this	for the moment in brief	Besides	Though	Assume	let us	Set	
Disagree	Preferred	here I will	in conclusion	even though	Three	by the way	let x = y	Suppose	
Disagreed	Remarkable	I argue	conclusion in short	Fifthly	Thus	Calculate	let's	State	
Disagrees	Remarkably	I discuss	in sum	Fifty	Two	Choose	Let's	Show	
Disappointed	Shocked	I intend	in summary	Finally	to begin	Classify	Lets	think of	
Disappointing	Shocking	I propose	Now	First	Whereas	Compare	look at	turn us	
Disappointingly	Shockingly	I seek	on the whole	first of all	While	Connect	Must	think about take (a look/as example)	
Dramatic	Striking	I suggest	on the whole overall	Firstly	Yet	Consider	Mount		
Dramatically	Strikingly	I will emphasise	Overall	Five	Topic Shifting	Consult	measure	Think	
Essential	Surprised	I will focus on	so far	Four	back to	Contrast	Mark	Use	
Essentially	Surprising	I wish	Summarise	Fourth	Now	Define	need to	We	
Even	Surprisingly	I would like to	Summarize	Fourthly	move on	Demonstrate	Note	Us	
Expected	Unbelievable	in this chapter	thus far	Hence	in regard to	Determine	Notice	Your	
Expectedly	Unbelievably	in this section	to conclude	However	return to	Develop	observe	You	

Appendix B

Table 7. Developed expressions of metadiscourse features

Expression for Code Glosses	for example called as a matter of fact e.g. defined as I mean for instance in fact i.e. indeed in other words namely known as put another way or specifically say that is such as that means that is to say viz this means which means
Expression for Endophorics	see In Part X In Chapter X In the X chapter In Section X In the X section In the X part In This part In This chapter chapter In This section discussed above discussed before discussed below discussed earlier discussed later example fig Example X Fig. X Figure X figure P. X noted Page X page table section X above Table X X below X earlier X before X later
Expression for Evidentials	According to to cite X (date)/(name) to quote X according to X [ref. no.]/[name] argue believe argues believes cite cited cites claim claims demonstrate demonstrates established found that literature point out point to points out points to prove proves quote quoted research said says show shows studies suggest suggests
Expression for Frame Markers: Sequencing	to start with in part X in chapter X in section X in the X part in the X chapter in the X section in the X chapter in this chapter in this part in this section accordingly also although besides even though fifthly fifty finally first first of all firstly five four fourth fourthly hence however last lastly leads to nevertheless listing (a, b, c, etc.) nonetheless next on the contrary numbering (1, 2, 3, etc.) on the other hand second or subsequently secondly then secondly third though three thus to begin two whereas while yet thirdly
Expression for Frame Markers: Label Stages	at this point all in all by far at this stage in conclusion for the moment in brief in short in conclusion in summary in sum on the whole now on the whole overall overall summarise so far summarize to conclude thus far to sum up to repeat to conclude to summarize
Expression for Frame Markers: Announce Goals	desire to in this part in this chapter aim focus here I do this in this section here I will goal I argue I discuss I intend I propose I seek I suggest I will emphasise I will focus on I wish I would like to in this chapter in this section intend to intention my goal is my purpose objective seek to purpose we will emphasise want to we will focus on wish to would like to
Expression for Frame Markers: Shift Topic	digress back to move on in regard to resume now revisit return to so shift to turn to to look more closely well
Expression for Transition Markers	still accordingly again additionally alternatively also and although as a consequence at the same time as a result besides because by contrast but consequently by the same token equally conversely further even though furthermore however hence in contrast in addition leads to in the same way moreover likewise nonetheless nevertheless on the other hand on the contrary result in rather since similarly so as to so the result is still therefore thereby thus though while whereas yet
Expression for Self-Mentions	me I my mine the author our the writer the writer's the author's us we
Expression for Engagement Markers	about the reader's allow add apply analyse assess arrange by the way assume choose calculate classify connect compare consult contrast consider define determine demonstrate develop employ do not estimate ensure evaluate follow find have to go incidentally imagine increase input insert integrate key let let x = y let us lets let's mark look at mount measure need to note must observe notice order one's our ought picture pay recall recover prepare regard refer remove remember see review set select show should suppose state take as example take a look think about think turn us think of use us we your you always actually believe apparent believes believed beyond doubt beyond by far certain that certain certainly clear certainty conclusively clearly definite decidedly demonstrate definitely demonstrated determine doubt demonstrates doubtless establish essential even if evident established find finds evidently I believe found in fact incontestably incontestable incontrovertibly incontrovertible indeed indisputably indisputable it is known that it is clear know must never known no doubt known obvious of course obviously proved proves prove realized realize realizes should show really shown showed sure shows surely shows think the fact that thinks undeniable thought truly undisputedly undeniably undoubtedly without doubt well known TRUE won't
Expression for Emphatics (Boosters): Certainty Markers	amazingly admittedly appropriately agrees agree amazing appropriate amazed astonishing astonishingly astonished correctly curiously disappointing curious disagree Desirably desirable disappointed disagreed disappointingly disagrees dramatically dramatic essential even even x essentially expected fortunately expectedly fortunate have to hopefully important hopeful importantly interest inappropriate inappropriately interesting prefer interesting pleased Preferable preferably preferred must ought remarkable remarkably surprisingly

Expression for Uncertainty Markers	<p>Hedges:</p> <p>shocked shocking shockingly striking strikingly surprised surprising unfortunate unfortunately unusually understandably unbelievable unbelievably understandable unexpected unexpectedly unusual usual</p> <p>almost about apparent apparently appear appear to</p> <p>be appeared approximately appears argued argue around argues assumed assume believed certain amount broadly certain extent claim certain level claimed could claims couldn't doubtful doubt estimate essentially fairly estimated feels feel frequently felt from my perspective from this perspective from our perspective guess in general generally in most cases in my opinion in most instances in our opinion in my view in this view in our view indicate largely indicated likely indicates little may maybe mainly mostly might often on the whole not understood perhaps plausible ought plausibly possibly postulate possible postulated presumable postulates presumably probably probable rather</p> <p>x quite roughly seems relatively should somewhat suggest sometimes suggests suppose suggested supposed suspect supposes suspects tended to tend to tends to typical to my knowledge typically uncertainly uncertain unclearly unlikely unclear would usually wouldn't</p>
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