GENDER IN AUTHORIAL VOICE THROUGH METADISCURSIVE MARKERS: A CORPUS-ASSISTED ANALYSIS OF ACADEMIC DISCOURSE

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Gender in Authorial Voice Through Metadiscursive Markers: A Corpus-Assisted Analysis of Academic Discourse** submitted by me in partial fulfillment of M.Phil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Gender in Authorial Voice through Meta discursive markers: A Corpus-Assisted analysis of Academic Discourse

The use of meta discursive markers to project authorial voice in dissertations, which has got much pedagogical attention over time, has become more complex in recent years. The present study has undertaken to explore authorial voices by utilizing meta discursive markers in M.Phil dissertations of Education, Pakistan Studies and International Relationship. The interpersonal model presented by Hyland has been applied and Ivanic and Camps' voice typology used as lens to find authorial voices by using these markers. The primary objective of present research was to explore the interactional and interactive meta-discursive markers used by both genders to constitute their authorial voice in dissertations of social sciences. The other objective was to analyze the different strategies of applying meta-discursive markers by both genders to represent their authorial voice in academic discourse. The mixed method approach was used to analyze the data. It was analyzed both at textual and interpersonal levels through a software (AntConc) in order to find authorial voices in dissertations. It was hypothesized that there would be significant differences between males' and females' voices in dissertations. Data was collected in soft form through E-library at NUML. The findings revealed that in education dissertations both genders projected different authorial voices and used different strategies of entailing their readers in their written text. In Pakistan Studies, there was no clear variation between males and females' voices because both females constituted same voices and both males constituted different voices but only in International Relations, both genders used same authorial voices that's why there was no gender difference in IR. Further studies can be investigated on other disciplines to find variations among disciplines rather than gender. It can also be expanded to include comparisons of other disciplines. It can also be carried out for different levels of education such as bachelors, language assignments in matriculation, higher or secondary education level and in different age groups and cross cultures. The differences in projecting voices do not only depend on genders but sometimes they depend on disciplines as well as content.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

MDM   Meta-discursive markers

IR   International Relations

RAs   Research articles

ISI   the Institute for Scientific Information

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DEDICATION

This thesis is dedicated to my parents for their love, endless support and encouragement.

CHAPTER 1

INTRODUCTION

Meta discursive markers are linguistic expressions that are used by an investigator or an author for delineating the management and aim of the written work. It is originated by two Greek words "beyond" and "discourse". They are widely outlined as 'discourse about discourse' or as "those exposure of texts that have an effect on the relations of researchers to readers". Harris,Z. (1959) defines that meta-discursive markers are reciprocal linguistic styles and they refer towards the revolving text, to the investigator and presumed audience of the given work. These markers create an active social and pragmatic relationship between the researcher and the reader. Kopple,V. (1985) defines that meta discursive markers are used by investigator just not to distend referential substance, but to help readers in connecting, organizing, interpreting, evaluating, and developing composition towards the informational corporeal. It influences on readers with the help of hedges, connectives and other various form of commentary. The researcher engages the reader in his text with the help of meta discourse markers and a text has many voices in it such as single voiced or monoglossic discourse and multi-voiced or hetroglossic discourse. Usually, researchers use some common voices in dissertations to engage readers such as inspirational, promotional, scholarly, peer pressure, authoritative, sarcastic, empowering, listical, friendly etc. These meta discourse markers are management of researcher's voices introduce in the discourse and their potential such as alignment and misalignment the reader with various positions. Investigator used meta discursive markers to organize texts, engage their possible readers and indicate his attitudes towards the text and their audience. These markers exhibit the researcher's consciousness of the reader and researcher's desire for exaggeration, construction, surveillance and dealings. While paying attention on text, the researcher makes the reader known of it, and it can be happened when researcher and reader has a clear, reader-oriented explanation to do so. In alternative words, it is used for delineating concentration on text presents a researcher's goals relative to an assessment of the reader's need for steerage and elaboration. It is a kind of narration created within the course of speaking or writing. The important feature of this narration is that, sort of a postscript or a footnote, it is not adjoined to the text, however is assimilated within the variety of words, phrases that square measures fitted into the evolving text or message. Several of the words and phrases we tend to describe as 'meta discourse', in their context, quite clearly operate as informative or corrective comments on diction and style, that is, lexis however many again seem to occur function as marks of text structure, or taxis. Halliday M.A.K. says that there is a huge difference between discourse and meta discourse like discourse means what is content and meta discourse means what is non-content or it is only discourse about discourse. In meta discourse, the analyzing naturally-occurring speech,

we tend cannot be claimed that each one forms of communication about communication may be effectively separated from communication itself. It is rhetorical strategy that is utilized in the text and researchers use these ways to speak concerning their own work and this is often purposeful or discourse homeward as compare to formally homeward read. Avon G.C. , 1993 stated that meta-discursive markers are not linguistic material that are used to add in propositional context but they are present in text in that are intended to facilitate readers for evaluating the given information in text. Tse K. and Hyland K. in 2004, found three major and important principles of meta discursive markers; (1) they do not add any extra information in the text but facilitate reader through the text and make coherent and persuasive propositional content. (2) they create connection and interaction between the writer and reader. (3) Every individual uses these markers to make internal relations in the text and also use textual markers as interpersonal depend on text.Hyland claimed by rejecting the division of textual and interpersonal categories of meta discursive markers that these all markers are interpersonal and they are used to fulfill the needs of data processing, textual requirements and background knowledge of the reader.

Academic writings are engagement markers that engage the author and reader socially and they communicate through their writings that's why these writings are not voiceless or impersonal. Every text has its voice and researcher presents his voice in the text and everyone has its own way of presenting world and interpretations. Meta discursive markers project the researcher's personality and his attitude towards his work that how researcher communicates or engages the reader in his text in a particular community. Researchers from across disciplines interpret their ideas differently and it does allow us to explore the ways in which they present their voices in dissertations whether they use monoglossic discourse or hetroglossic discourse in their writings. Sometimes researcher presents himself in his text and sometimes he foregrounds the status of other knower. Different voices in dissertations tell us about the intention of the researcher that how the researcher has put his voice in the text. Every individual has its own writing styles and male use different writing styles as compare to female. These differences not only occur in across disciplines but also within one discipline. These differences occur at every level such as professional level and academic level. These writing styles are helpful in conducting voices in the text.

In 1960s and 1970s, the literary scholars examined the sensuous attributes of writers' expressions and style in their writings and they called it another name that is style. So author's voice is also called author's style. Elbow P. (1973) says that every person has natural way of uttering words, sounds, texture and rhythm and this natural way of uttering sound is the main source of putting voice in someone's writing. The authorial voice is becoming more complex and there are multiplicity of voices in writings and these are associated with author's relational identities and discursive identities.

The complicated and evasive idea of voice deals with the qualities related to the writing of a single or composite authors. In dealing to a single writer or author, we can say that the author has harsh voice, authoritative voice, friendly voice, cooperative voice , deferential voice or a grating voice. However any written text express author's voice in it and somehow it is not only important the language of the text but it demonstrates the relationship between imagined reader and author of the text. Although , voice is not concerned with the use or choices of words but it is recognized by readers that how your text is perceived by your readers.

Halliday M.A.K. divided macro-functions into three different functions based on ideas, text and interpretations. The ideational functions are concerned with the experience and logic, these functions are built and maintained on the theory of experiences. The textual functions are concerned with the formation of text like how the words are arranged in the text or the words are organized in the text and interpersonal functions are concerned with interactions like how the researcher engages his reader with the use language and how the researcher expresses and understands evaluation and emotions. The textual and interpersonal functions are further explained by Hyland and divided into two categories one is interactive that is textual and the other is interactional that is interpersonal. Hyland in 2005 suggested that meta discursive elements are put into two types the "interactive markers" are helpful to lead the way to reader through the written work whereas "interactional markers" are helpful in entailing and engaging the audience in written text. He further divided these two categories into five subcategories.Endophoric references , transitional and frame markers, evidentials and code glosses are subcategories of interactive (textual) markers. Attitude and

engagement markers, boosters, hedges and possessions (self-mentions) are all included in subcategories of interactional markers.

In 2001, Ivanic and Camps proposed voice typology framework to find authorial voice in writings. It is the outcome of linguistic expressions used by the author in his writings. They claimed that voice is found with the help of three macro-functions, ideational, textual and interpersonal. The author constructs his voice by viewing the world, showing interest of different topics and his stance towards content (ideational), by presenting himself with self-confidence (interpersonal) and by making meaning in different ways (textual). According to this model, voice can be measured by the selection of words, sentence pattern and linguistic choices made by the author. The ideational positioning includes choices of lexical noun phrases, generic references, syntactic choices, evaluative lexis, form of verb, human references, specific references etc. The interpersonal placing includes mood, evaluation, modality, first person reference etc. The textual material includes noun phrase length, monosyllabic vs multi-syllabic words, semiotic modes and linking devices etc. Ivanic R. and Camps D. claimed that every individual exerts personal agency and take material through other voice types to alloy them into a new voice based on his own preferences and interest.

1.1 Statement of the Problem

In all sciences such as social sciences, pure sciences and management sciences, researchers share their common generalized social purpose and social significance in their dissertations in which they construct a legitimizing platform of their own study and the new contribution of the knowledge. Researcher presents his views and delineates his voice through his writings. In writing dissertations, male and female use different strategies of involving the readers in their writings. All social sciences are distributed in many disciplines and each discipline has its own characteristics whether they are related from the same science and researchers from every discipline in social sciences, constitute their voices in their writings differently. Meta discursive markers are very helpful to involve the readers in the text. These markers are linguistics expressions and researchers from different disciplines have different background knowledge and writing styles.All social sciences are divided into different disciplines whether they are aligned in one category or different categories in writing dissertations and how both genders differ in utilizing meta discursive markers in

writing dissertations of social sciences or how their strategies are different for legitimizing the construction of new knowledge. Although differences also occur in males' and females' writing styles but how these differences impact on projecting their voices in their dissertations by utilizing meta discursive markers and which markers are more helpful in projecting voices in dissertations.

1.2 Objectives of the Study

The objectives of this present research are following as:

- To analyze the differences and frequencies of interactional and interactive meta discursive markers used by both genders to constitute their authorial voices in dissertations of social sciences.

- To analyze the different strategies of applying meta discursive markers by both genders to represent their authorial voices in academic discourse.

1.3 Research Questions

The research questions of this present research are as follows:

1. What are the different interactive (textual) and interactional (interpersonal) meta discursive markers used by both genders to constitute their authorial voices in academic dissertations of social sciences?

2. How do both genders represent their different authorial voices through meta discursive markers in academic discourse?

1.4 Research Methodology

The current research follows mixed-method approach which includes both quantitative and qualitative approaches. It is based on sequential explanatory strategy because this research is characterized by the collection and analysis of quantitative data in the first phase of research followed by the collection and analysis of the qualitative data in the second phase that builds on the results of the initial quantitative results.The quantitative element of this present research is to find the frequencies of meta discursive markers in male and female dissertations of social sciences. On the other hand, the qualitative elements is based on gender comparisons of projecting authorial voices by using textual and interpersonal meta discursive markers in three disciplines of social sciences used by both male and female. The qualitative component

of this research proposal is both text and theory driven.The qualitative approach followed register studies of M.Phil dissertations. It deals with textual and interpersonal meta-discursive markers such as interactive (textual) and interactional (interpersonal). These categories demands both qualitative and quantitative approaches. The model of meta-discursive markers helps in finding researchers' voices used in their dissertations at M.Phil level. The samples have been selected from three disciplines of social sciences and from every discipline four dissertations have been selected such as Education, Pakistan Studies and International Relations conducted by both genders (two males and two females). Dissertations have been selected from 2015 to 2020 at National University of Modern languages, Islamabad. Total twelve dissertations have been selected from three disciplines of social sciences. All introductory and conclusion sections have been chosen for analyzing meta discursive markers in dissertations because these markers mostly appear in introductions when researchers guide the reader about their views or when they involve the readers in their texts and at the end when researchers conclude their discussions, results and findings. First the researcher has found evidentials in all dissertations by reading herself and then the software text processor (Antconc.3.4.4.0, 2019) has been used to find frequencies of all meta discursive markers used in all dissertations. The dissertations of Education and International Relations have been taken in soft form through NUML E-library and dissertations of Pakistan Studies have been taken from its department in hard copy to check these markers in the software. The researcher has converted PDF files into .text files. After converting, the respective files have been analyzed in the software then graphs and tables have been made to show the frequencies of both categories (interactive and interactional) of meta discursive markers and those graphs and tables are helpful for the researcher to compare the frequencies of meta discursive markers and to find different voices used by both genders.

1.5 Significance of the Study

This research topic is significant as it attempts to find out different authorial voices projected by males and females in their dissertations of Education, Pakistan Studies and International Relations. Exploring meta discursive markers in three disciplines of social sciences and highlighting the similarities or differences in M.Phil dissertations can be greatly helpful in the comparison of males' and females' voices

as author in dissertations that how they lead the way and engage readers through written text.

The pedagogical significance of this research is that it would be helpful in developing material for ESP courses and in up grading or improvement of English courses in the social disciplines. It is also significant for teachers in suggesting differences among three disciplines that can facilitate the improvement in certain linguistic features at M.Phil level. It would be helpful in collecting specified information of these three subjects of social sciences and for students who are curious that how they can make their writings effective and how they can involve their readers in their dissertations.

This analysis will show that, how frequently students in different disciplines employ meta discursive markers for constituting their voices in their dissertations. It is useful in analyzing that in which discipline students use more meta discursive markers and how they are helpful in constituting voices in writing dissertations. It is also significant for teachers to develop the skills of students in involving readers and guide their readers through their texts in a particular discipline. Moreover, the findings of this study can be beneficial in the categorization and understanding the disciplinary boundaries of social sciences. It acts as a springboard for analyzing Pakistan academic prose and find differences with other academic prose and disciplines of other sciences and countries. It can also be carried out for different levels of education such as bachelors, language assignments in matriculation, higher or secondary education level and in different age groups and cross cultures.

Findings of this research can also be useful for those who are interested in social sciences, especially the ways of projecting authorial voices in research papers to involve the readers in it. This is also significant for those who want to find voices in other disciplines as well as with other levels of students such as Masters or PHD. Therefore, this study tries to create awareness of involving readers in academic discourse by projecting authorial voices with the help of meta discursive markers.

1.6 Theoretical Framework of the Study

Hyland's model of meta discursive markers is one of the best model which provides complete categories of markers utilize at textual and interpersonal level. Ivanic and Camps' voice typology is also appropriated to find authorial voices in

dissertations because this typology is based on all three functions of language. These two frameworks have been used to compare males' and females' voices in academic discourse.

Hyland K. in 2005, suggested that meta discursive elements are put into two types, the textual markers are helpful in leading the way to audience through the given work whereas the interpersonal markers are helpful in entailing and engaging the audience in the written work. The interactive dimension is used to fulfill the needs of textual requirements and to writer's awareness about the readers / audience and to modify for comprehensive abilities , probable knowledge and emoticons. These interactive markers are used to assist the reader through the text. They are used to guide readers with the help of examples, tables, figures, references and restatements in the constructed text. Endophoric references , transitional and frame markers, evidentials and code glosses are subcategories of interactive (textual) markers. The writers use interactional dimension to interact and engage their readers in the text. These markers refer to the author's voice and personality in the text. They are employed for the unity with the readers in the given constructed text. These are self-reflective linguistic expressions markers which are used to make interactions powerful with the reader. Attitude and engagement markers, boosters, hedges and possessions (self-mentions) are all included in subcategories of interactional markers.

Ivanic R. and Camps D. in 2001, proposed voice typology framework for the authorial voice in writings. It is the outcome of linguistic expressions used by the author in his writings. Voices can be found with the help of three macro-functions, ideational, textual and interpersonal. The author constructs his voice by viewing the world, showing interest of different topics and his stance towards content (ideational), by presenting himself with self-confidence (interpersonal) and by making meaning in different ways (textual). Ivanic R. and Camps D. claim that every individual exerts personal agency and take material from different voice types to alloy them into a new unique voice according to his own preferences and interest.

Meta discursive markers of Hyland K. and voice typology of Ivanic R. and Camps D. (only textual and interpersonal functions) have been used for data analysis in this present research.

1.7 Delimitation of the Study

This research is delimited to three disciplines of social sciences such as Education, Pakistan Studies and International Relations. It is delimited to Hyland's model of interpersonal meta discursive markers to find markers in introduction and conclusion sections and only voice typology of Ivanic R. and Camps D. has been used as lens to find authorial voices. It is also delimited to only NUML because dissertations have been selected from NUML for data analysis. The focus of this study is delimited to twelve M.Phil dissertations of social sciences in order to analyze authorial voices in it and two male and two female dissertations have been selected from each discipline.

1.8 Limitation of the Study

The major limitation of this present research is the number of dissertations that were selected for data analysis. Twelve dissertations are not comprehensive collection to find authorial voices in dissertations from social sciences. The researcher could not encompass larger number of dissertations for this present research. It is an acceptable fact that the selection of only three disciplines of social sciences are not comprehensible to find authorial voices in all disciplines of social sciences. The research could be done on other sciences or disciplines and at different academic levels of different universities. Therefore, conducting similar studies on a large collection of dissertations to come to a certain decisive not tentative result seems warranted.

1.9 Organization of the Study

The researcher has distributed this research work into five chapters in which include introduction of the topic, work already done on the topic, research methodology along theoretical framework , data analysis including gender comparisons and findings, conclusion and recommendations.

In first chapter, introduction of the topic and its importance, problem statement, brief description of research methodology, objectives, research questions,limitation and delimitation of the present study, significance of present research topic and overview of theoretical framework have been discussed briefly. Hyland's model of

meta-discursive markers and voice typology of Ivanic R. and Camps D. have also been briefly discussed.

In chapter two, background of meta-discursive markers, relationship of meta-discursive markers with reading and writing, factors affect on meta-discursive markers, authorial voices, corpus linguistics and work already done on the topic have been discussed. Definitions of authorial voices given by other scholars have been mentioned in the review of literature. The chapter highlights the importance of meta discursive markers in reading and writing.

In third chapter, research methodology have been discussed in detail. It includes conceptual framework of research ,research design, samples and sampling techniques, procedure of data collection, data analysis method along research tools and ethical consideration. For this present research, descriptive and explanatory research designs were used to find results because this method is useful in analyzing academic discourse. Theoretical framework has also been explained in detail. Hyland's model of meta-discursive markers along the description of all sub-categories of interactive and interactional markers discussed in detail. Ivanic and Camps' voice typology along voice types and three functions of language have also been defined in detail.

In fifth chapter, data analysis procedure have been explained in detail than complete data analysis with all tables, graphs , textual , interpersonal and authorial voice analysis have been mentioned in detail. In that chapter, performance of genders in projecting their voices through meta-discursive marker in three disciplines of social sciences have also been explained briefly. It also includes both quantitative and qualitative analysis. However, accumulative results of using meta discursive markers have been shown and gender comparisons found in three disciplines (Education, International Relations and Pakistan Studies) also described in detail.

The final chapter comprises of conclusion, findings of the present research, and recommendations for further studies. In that chapter, findings on the basis of analysis have been drawn and some suggestions have been given to improve the strategy of involving readers in text by using meta-discursive markers and recommendations for further researches have also been provided for researchers, teachers and students.

CHAPTER 2

LITERATURE REVIEW

The literature associated with different language experts, theorists and scholars with specified authority to the current area of research, is mentioned in this chapter. Literature review gives information about previous researches , theories and critical evaluation of language specialists and provides summary and descriptions of the area of research.

2.1 Background of Metadiscursive Markers

Harris Z. (1959) was the first scholar who coined the term 'meta discourse' which was new to discourse analysis. He expressed the pragmatic relationship between writer and reader. He states that meta discourse is a broader term which can be used in analysis of the given text so it is the analysis of any discourse and it reaches to conceptualization of connections between the discourse and its produces, and between the text constructors and the people who operate it. Meta discursive markers can be divided into two kinds such as verbal and non-verbal. The words that are used as markers are included in verbal markers whereas the visuals are non-verbal markers. The non-verbal are not words or speech but they are some specific styles of writing and expressions such as in writing for example font size, different type of fonts and in spoken such as intonation, voice quality and speech etc.

After Harris Z. , Labov W. was the one who developed this term in 1981. Many linguists such as Hyland, Kopple V , Crismore, Williams and Beauvais, showed interest in the classification of meta-discourse markers and presented their models on it with minimum changes. Milne.D claimed that on the basis of all previous models and classification meta-discursive markers have two categories such as textual and interpersonal.

Kopple V. (1997) states that these markers are not only words and linguistic expressions but they are important to guide the reader in any text and writers use these markers to help or assist their reader in the text. They develop writer's attitude towards the information given in the text.

Hyland K. stated that there were many issues in division and definitions of these two categories of meta-discursive markers and because of those issues many linguists worked on the classification of meta-discursive markers, even Kopple.V also revised his model in 1997 and 2002 which was made in 1985. Steffensen C. , Avon G.C. and Markkanen R. in 1993, revised the taxonomy of meta-discursive markers reported by Kopple.V. They defined it as these markers lead the way to readers through the written work but they do not add any propositional content or extra information in the text. Steffensen et al. retained same two main categories of meta discursive markers but with subcategories of textual and interpersonal markers.

Yutang L. says that different scholars have proposed different meta discursive markers in which include Kopple V. Williams , Crismore and Beauvais. The most useful meta discursive markers model is presented by Hyland K. in 2005 which is used in many researches.

Halliday M.A.K. (1985) divided macro-functions into three different functions based on ideas, text and interpretations. The ideational functions are concerned with the experience and logic, these functions are built and maintained on the theory of experiences. The textual functions are concerned with the formation of text like how the words are arranged in the text or the words are organized in the text. The interpersonal functions are concerned with interactions like how the researcher engages his reader with the use language and how the researcher expresses and understands evaluation and emotions. The textual and interpersonal functions are further explained by Hyland and divided into two categories one is interactive that is textual and the other is interactional that is interpersonal.

Tse H. and Hyland K. in 2004, found three major and important principles of meta discursive markers; (1) they do not add any extra information in the text but facilitate reader through the text and make coherent and persuasive propositional content. (2) they create connection and interaction between the writer and reader. Hyland claimed by rejecting the division of textual and interpersonal categories of meta discursive markers that these all markers are interpersonal and they are used to fulfill the needs of data processing, textual requirements and background knowledge of the reader. (3) Every individual uses these markers to make internal relations in the text and also use textual markers as interpersonal depend on text.

Finally in 2005, Hyland K. suggested that meta discursive elements divided into two types such as "interactive markers" that are helpful in leading the way to audience through the given work and "interactional markers" that are helpful in entailing and engaging the audience in the written work. Hyland re-examined all previous models with the classification of meta discursive markers. He revised the model and named it as "Interpersonal model of meta-discourse" by using basic structure of old models and added five subcategories in every resource (textual and interpersonal). Here are some contributions of meta discursive markers that are advantageous in organizing an effective text.

- Meta discursive markers provide context where you can add ideational information. The information is not only based on reality but it includes author's persona.

- Meta discursive markers behest author's company in the target text that's why readers attract with it and they engage in the text by knowing their confidence and hesitance about the given topic mentioned in the text.

- These markers are productive in making the author's voice persuasive and satisfying to the audience.

- These markers are also used to facilitate the readers in knowing the author's interpretation about the truth and his self-assurance and lack of knowledge about the topic of the text.

- Meta discursive markers also demonstrate author's attention towards readers like their needs, norms and expectations and facilitate them by giving examples, figures, tables and models etc.

2.2 Metadiscourse and Writing

Words and symbols are graphic expressions that create one form of communication through which writers express their feelings , preferences and considerations to the reader. As claimed by Hammill P.J.A. and Larson R. (1996), there are three basic language skills that are important for good writing: (1) the rules of capitalization and punctuation that are necessary to interpret the text better and protect from misreading (2) the quality of linguistic expressions like morphology the formation of words, syntax the grammatical rules in the sentences and semantics the

meaning of the text (3) the mental ability to express our feelings and preferences in writings. The proficiency in writing is not only important for professional jobs but also important in service industries and manufacturing. This means of communication is progressively used in social context in our daily life e.g text, email, legal notices , social media etc. Writing enlarges far away than the grammatical or syntactic skills because it stretches our mind to write something on any topic and it is a complex mental exercise which evokes the writer to narrate his feelings and preferences in words. By reading different books and articles of different authors, students get the understanding of their social context and they can improve their health status , behaviors , environment and educational programs etc.

Meta discursive markers make connection between writer and reader, these are words and sentences that help the writer to organize text , evaluate and interpret information in better way and also involve readers in the text. These markers are means of understanding in the text between writer and reader and they focus the explicitly devices which are used to create relationship in the parts of the text or sentences to engage readers in the text. These devices are very important and observable in both verbal and non-verbal communications, in verbal communications, paralinguistic cues , voice tone, stress, gestures are all included whereas in non-verbal or written communications, emoticons, typographical marks , underlining are included.

Swann J. (1992) and Street R.T. (1987) stated that the differences betwixt both genders are depended on their preferences and interests. Females make relationships with the audience so they use more positive language to engage their readers in the written text and they use private forms to deal with people. On the other hand, males do not pay attention in creating relationship with the audience but they use factual writings and convey their ideas and actions in public forms. So, these differences occur at every level such as professional level and academic level. These writing styles are helpful in conducting voices in the text.

Meta discursive markers play an important role in arranging text with persuasive voices in order to involve imagined readers by keeping their norms and expectations in mind. It is a social act that is providing a rostrum for readers, listeners, writers and speaker to interact with each other and present their ideas in persuasive way. It is very important feature in writing because if we cannot make our writing productive for readers than it is useless. Writing is useful if you involve your readers and make it

understandable for them. The dimension of text is now moving to ideational functions from traditional way.

Halliday K. claimed that nowadays authors do not only convey information but they assure their readers that whatever they have written in their texts is understandable and acceptable.They take care of their readers' expectations and persuade their readers to follow their ideas and try to involve their readers in the text. The purpose of writing something means to communicate with others and it is more than sharing information but for involving readers their assumptions , attitudes and personalities. Meta discursive analysis is basically discourse about discourse and it is author's language assortment with his audience for the text. Some scholars claimed that every text has two levels of meanings one is just supply information about the subject and one is not only to provide information but facilitate the audience to react on such information by evaluating and interpreting it. The first level of meaning is propositional and second level is meta discursive level.. Therefore, the second level of meaning is communication about communication. Hence, meta-discursive markers are non-propositional and falsehood conditional.

Avon G.C. 1993 stated that meta discursive markers are not linguistic material that are used to add in propositional context but they are present in text in that are intended to facilitate readers for evaluating the given information in text.

Myers G. stated that editors rewrite some academic papers that is called re-contextualization. In rewriting academic papers, the context is same but the meaning of the work is different sometimes it is completely different but sometimes there is slight change in meaning.Furthermore, he concludes that the change is not only in propositional context but it is a complete package of both propositional and meta discursive levels of meaning. So, meta-discourse is embedded in propositional context and we can not separate it from the propositional context. They both are interdependent on each other and the distinction is made for exploration and research purposes. Thus, the writing style is vary from person to person. Everyone expresses his views in his own way of using language.

Moetry D.M.(2006) claimed that meta discursive markers are based on functions rather than syntax. She stated that these markers have different meanings in different texts and they act as functional category in the text. These meta discursive markers

create relations with its co-text and they have different relations in different texts and they may not be meta discursive in other texts. Sometimes, these markers perform more than one functions in the same text.

2.3 Metadiscourse and Reading

Reading is continuously creative process in which reader continuously creates meanings of the text in his mind with the help of his prior knowledge and perception of the world. Reading text is successful if the reader can distinguish between bottom-up and top-down approach by encoding meanings from linguistic elements in the text or by making relations between his prior knowledge and target text to find some new information. Reading is interactive if the reader can understand the text with little effort and without occupying his mental abilities and give quick response. It can happen if the writer takes care of reader's intention and if the reader learns and do practices more in reading texts. In interactive reading process, the reader continuously interacts with the text to find out the meaning with his systematic and schematic knowledge. There is another important way of an interactive reading process that is parallel to bottom-up and top-down approach when reader and writer make an imaginary dialogue between themselves through meta discursive markers. Writers make connections with the readers by using these meta discursive markers and depict their expansive intentions and make it understandable for the readers in the text. When audience read the text, they can easily understand writer's interpretation, stance, attitude, presupposition, implicature, expansive intention and topic shifting with the help of meta-discourse markers by keeping the framework of one's knowledge in his mind.

Hyland K. says that there are many benefits of teaching meta discursive markers but three are very important. It gives resources to put author's attitude in his written text and to handle his stance with the readers. It is also important in recognizing the cognitive demands of the text for the audience. Meta discursive markers are helpful in knowing writer's attitude, guiding reader, involving audience, adding information, linking sections and ideas in the text. For teaching these markers there are some important points that should be considered before teaching it like; teachers must know the needs of the students,to whom they will involve in their text, for which purpose they will use it, their prior knowledge, students' experiences and culturally grounded writing conventions.

Williams. J.M. states that meta discourse markers are mostly appears in introductions and conclusions when the researcher actually wants his reader to engage in his text or where the researcher produce intentions like "I pretense", "I will show", "We shall start by", "Firstly" and also in ending when researcher summarizes his point of view and discussions by using markers like "I argued", "I showed", "We maintained", "at last" etc. There are some conjunctive adverbs meta discursive markers such as nevertheless, so, however and also some prepositional meta discourse markers in which include "in fact, in alternative words,in addition, and some connectors that connect the whole text or clearly add for making the reading more easy and make a reader to read in flow or to move and proceed smoothly such as ; first, secondly, finally, to conclude etc.

2.4 Metadiscourse and Gender

Meta discourse and gender has got pedagogical attention over time and has become more complex in recent years. There is no obvious relationship between gender and meta discursive markers but authorial voice can be found through these markers in writings and according to some studies, there is variation between male and female in utilizing meta discursive markers in their writings and on the basis of those differences there may be some connections between gender and meta discourse. Lakoff R. presented "politeness" theory in which he pointed out some features of female's writings in 1973. According to her, females use more hedges, empty adjectives, super polite forms in their writings. She built a clear comparison between male's and female's writings style. After this theory, researchers became curious to know the differences in males' and females' writing styles, selections of words, ways of engaging readers in writings and their usage of discourse markers in academic writings. Researchers can investigate writer's perspectives, face saving and threatening acts, politeness and social norms etc in utilizing meta discursive markers between genders. Many researches have been done on the difference between male and female writings and according to some pronouncements females use hedges and engagement markers frequently in their text whereas male use boosters , evidentials and self-mentions consistently in their writings.

Many researches have been conducted to find the use of meta discursive markers in written text. The first research of meta discursive markers was conducted on gender comparisons in 1990 by Holmes J. He investigated two interpersonal

markers "hedges and boosters" in males' and females' speeches. He observed that females used more hedges therefore their speaking or writing styles was submissive whereas male used more boosters and used authoritative style in his speech. While speaking we can not avoid other circumstances such as political reasons, cultural reasons etc. So, in accordance with that research we can not say that all women in the world use hedges or hesitant speaking or writing styles. Therefore, we cannot only rely on this research because in some researches women used more boosters than male. So, the use of meta discursive markers is not dependent on genders.

Dixon J. and Foster D. also stated that context is more important in writing and speaking and it has important part in choosing words while speaking. It influences on speaker's or writer's performance. Hence, gender plays an important role in projecting authorial voices in different contexts and situations but it is not all time reliable because authorial voices are also depended on disciplines , languages , cross cultures and different age groups and educational level.

2.5 Factors affect on Metadiscursive Markers

Nowadays people interact through their writings as it is social engagement process. Writers do not only convey their messages through text but they make sure that their readers understand it whatever they write because writers know their readers' expectations. These expectations can be known in previous text and history. For effective communications, writers must have to recognize their readers' expectations and needs.

Genre, basically refers to use of language in a particular context used by members of community to interact with each other. Swale J. is the pioneer of genre analysis, defined that genre is communicative event that is used for specific purposes familiar by members of a specific community. In this regard, text is based on genre and rhetoric features. Writers use rhetoric features to make their writings effective, persuasive and use compositional techniques. The most important rhetoric feature is meta discursive markers and writer use interactive and persuasive markers in order to engage their readers and guide properly to make their writings compassionate. Evidentials are the most advantageous markers in which include references from other texts and these makers make their writings certifiable. Evidentials are also used to show the seriousness of the writer about the topic that how much he has read the other

texts and how much he has known the expectations of his readers. Other markers are also very important in dome texts and these should be taught to students for helping them to make their writings convincing and decisive.

Discourse community has set of goals known by its members and they use particular mechanism for inter-communication and compose more than one genres in their community for communication among each other. They provide information and feedback by using specific lexis and genre to communicate each other. Discourse community is like a tribe which has its own norms and conventions.

Halliday claimed that knowing something is social justification of ideas and writers take care of his reader's norms belonging to his community and constructs his text by keeping in mind the responses of his readers. Meta\discursive markers are sensitive in the differences among communities and we should use these markers effectively if we know the norms of specific community otherwise it may cause unawareness of existence of the author in the text.

The word culture is very complicated and different scholars used it differently. The most common meaning of culture is "historically transmitted in our societies and systematic patterns of meanings" that gives us permission to develop our beliefs about the world. Culture factor in writings develops our background understanding of our cultures and norms and it affects on our ways of expressions in writings. We transform our culture through language and we perceive the world according to our cultural norms, learn language and communicate on the basis of our cultural values and use meta discursive markers according to it. Our cultural values are different from other societies, countries and languages and it depicts in our writings like in English language the author is accountable for productive communication on the other hand in Japanese, the reader is responsible for effective communication. The difference between English and Japanese culture is also occur in writer's / reader's responsibility of organizing and understanding text by using meta discursive markers like in English, writer is responsible to engage his reader in the text but connections between different parts of text for readers are unexpressed in Japanese. The first and second language writers are also varied on the basis of their native and foreign languages. These writers use meta discursive markers differently in their texts. Every culture has its speciality and its own norms and also unique way of communicating among each other.

Writers use meta discursive markers to filter their ideas by keeping in view that how their readers take it. In past, people learn from experts' text and they just learn grammatical rules, vocabulary and important elements but they neglected meta discursive markers. Nowadays these issues and markers play an important role in writings and can be observed deeply. Grammatical rules are single part of the text whereas meta discursive markers understanding and expectations of relevant readers are other part of the text. These markers cannot be taught clearly but authors automatically use them to help their readers and interact successfully with them. Halliday claimed that these markers should be taught properly in education institutions because sometimes authors misuse boosters , hedges and engagement markers that make their writings inadequate and turn informal and direct from formal writings. So, it is essential to receive proper instructions about cultural norms and limitations for using these markers in writings to make it effective and productive.

2.6 Authorial Voice in Writings

The evolution of an applicable authorial voice is consultant to be elemental to flourishing educational writing in the target language. The authorial voice is the pronouncement of author's individuality in his work. As claimed by, Ivanic R. and Camps D. ideational, textual and interpersonal functions are measuring instruments and methods to identify voices in academic writings. Voices in writings are personal liberation of the authors and words chosen by writers somehow issue from author's centre. Voices comprises up of tone, punctuation marks, vocabulary, subject matter , phrases and writing style etc. Through voice, author presents his attitude, preferences, personality and character. It is easy to identify the author by reading his selection of work as author's voice is so disparate from others.So, the authorial voice is a particular style of writing with the use of language. It is the author's attitude towards the conditional matter.

There are basically two methods of finding voices in research that are text based and audience based studies. In text based research, the intensity of voices is tested by the aforementioned material in the text. This text based research is based on all the information gathered from different resources in the text. It examines that how the author constructs his text by the usage of symbols, assumptions and phrases. It does not focus on the ethnic background and sentence pattern of the academic community of the author but only focuses on the literary items. In audience based

research, the readers judge the personality of the author and it focuses on the notion of personality of the author as being hesitant , confident, proud, humble etc through the text. In this method, reader constructs author's voice by reading his work and it includes author's identity , norms of academic community and ethnic background. Voice demonstrates author's emotions, attitudes, perceptions, opinion and ideas with the help of diction and words. Authors voice can be subjective as well as objective, formal / informal, powerful / weak, persuasive / argumentative, approaching / depressed, positive / negative, humorous / straight etc. The author expresses his feelings with words and he puts his effect on the readers through those words. Author's voice in writing directly represents writer's tone and mood in the text.

Every individual explains something in different way like if we will have two narrators and they will explain the same story, their voices would be different depending on their feelings and it will affect on their presentation of the story or text. The author's voice is very important in the text as it can change the whole theme and idea in the text.So, the author's voice straightway reflects on his attitudes and opinions.

The voice in academic writing, is style and expressions of author in explaining his ideas , information and his preferences about the text. Formal tone, first and third person pronouns, focus on research problems are some important characteristics of author's voice in his research. These are some common voices in writings that are used by many authors such as inspirational voice, promotional voice, authoritative, sarcastic, motivational, empowering , cynical and listical voice etc.

The author organizes his text in various parts and paragraphs that are logically connected and form a unified whole. Those paragraphs are helpful for readers to follow his arguments and not only one part or paragraph delineates the author's voice but completes text represents the author's voice and attitude towards the text. The introduction of any research paper, book or any fiction must have complete description about the topic and it must be logically organized cohesive.

 Voices defined by other scholars

Academic voice or author's voice is the relationship between author's thoughts and words and it is a unique creation of author in his writings.The writer's voice in writing is based on its tone and style. However, it is a unique style of writing and

bounded to only one author. The voice presents author's identity in his work as a scholar. The author should present his point of view and stance in his academic writing along with the ideas, facts and findings. Author's voice is based on his understanding about the topic and if the author communicates consistently with his audience in the text then he uses his voice in the text. So, voice shows author's hold on the topic.

Gardner R. in 2010 claimed that having a voice in writing is the author's originality and courage to express his thoughts. If the author wants to make his writing trustworthiness then he has to use evidences to make it's writing effective rather than giving unsupported suppositions and generalizations. In research articles, voices can mostly be found in introduction and discussion sections when the writer gives his opinion.

Brown G. defined in 2014 that researchers should choose existent topic for research and selection of topic also expresses researcher's voice. The researcher should conclude his topic on the basis of his original thoughts and ideas which shows author's stance. The researcher should not hide his thoughts in giving quotes of well-established researchers.In achieving any goal or skill, practice is very important and for finding and developing one's own voice in writing practice of continuously writing is necessary.

MacPhail A.J. (2014) defined that there are many exercises and recommendations for author to achieve this goal and find his voice in his writing. The first exercise is to write freely on a simple page and note down whatever comes in your mind without taking help from any quotes, data or notes. The writer should think about any argument which he likes, and starts writing on it. The second suggestion is to write without stopping, rearranging and editing the sentences and use his own words to express his thoughts without predetermined the time. These exercises will help him in finding his voice in his writing and voices emerge with the help of continuously writing something and write something everyday. By writing something daily, writer can recognizes his voice in his writing. Authors can also develop their voices by reading blogs, articles, scholarly works, magazines, fictions, biographies etc. They can develop their writing styles by evaluating other's work, analyze their arguments and relate them with their thoughts. They can read about other's fields and

think critically that how they use these ideas in their own fields. This will help them to develop their voices.

Terenghi S. in 2010 noted that, the writer should write first whatever in his mind and then he should revise it later. The aim of writing is to generate words on paper and then clean it and rearrange them to make it sensible and meaningful. Author's voice in writing can not be heard when he writes something but it can be found in his words the way he chooses, the way he places them in the sentence and the way he puts his point of view through the selection of words. When an author decides to write something on any topic, he knows his audience and he chooses specific tone of voice for them. The author knows the most appropriate tone of voice for the readers such as friendly voice, scholarly voice, serious voice, professional and neutral voice etc.

Matsuda P.K in 2001 defined voice as it is the blend outcome of utilizing discursive and non-discursive characteristics that the author use according to the socially changing repertoires of words.

Tardy and Matsuda P.K defined voice as author-reader convocation that is prompted by text and the differences of voice do not depend on text but they depend on the perception of readers and it can be different among readers of single text.

Castelló M. and Iñesta A. defined voice as author uses discursive and non-discursive features and the differences of authorial voices are not only based on the knowledge of that specific text or subject but it is also based on discourse community and intention of author about the topic. It is also depended on the perception of the reader and his preferences. It is a dynamic nature that voices are previewed by the interpretations of author and reader when they write or read the text.

2.7 Corpus Linguistics

It is the study of natural occurring language or language use in real life and corpora is a software in which we store the language for some experimental studies and linguistic researches such as stylistic analysis, multidimensional analysis, critical discourse analysis etc. Corpus linguistics is a tool for some linguists, to investigate the linguistic features of the language and for some linguists it's a theory. Basically, it is a combination of both tool and theory, sometimes is used as a tool and sometimes it is used as a theory. Although, it depends on the situation that how it is applied. (Kuebler

S. and Zinsmeister H. , 2015). This method of investigating data through corpora was first used in 1960s but it was not appeared until 1980s.

Biber et al, (1999) stated that in any conversation, speakers use 90% declarative and interrogative sentences. In formal conversation, speakers use more pronouns but in academic writings researcher use more nouns. Corpus linguistics is very useful as lots of works have been done in analyzing discourse markers through it.

Xiao (in 2010) has presented different types of corpora that we can use for particular linguistic researches such as General/reference vs. specialized, Synchronic vs. diachronic, Written vs. spoken, Comparable vs. parallel, Developmental vs. learner/inter-language, Monolingual vs. multilingual, Raw vs. annotated, Static/sample vs. dynamic/monitor. Therefore, each corpus is different from others. Register diversified corpora has used for this present research because the purpose of this study is to find differences in academic discourse and register studies of male and female voices. Corpus is a limited field in linguistics because it has not been evolved in all fields of linguistics (McEnery T. & Hardie A. 2012).

2.8 Work Already Done

The peer-reviewed research on meta discursive markers details that discursive markers are of great significance or value means to shaping effective communication, supporting a position, facilitating readability, and creating a relationship with the reader. Several studies have inspected the use of meta discursive markers in persuasion or rhetoric. Examining the research and applications of meta discursive markers leads to deeper understanding of the means to create coherence in texts, as well as, more effective methods of teaching and assessing students who struggle with writing.

In recent years, meta discursive markers use in reading and composition got much pedagogical attention because these markers present in all type of texts. Cheng X. , Margaret S. and Steffensen J. in 1996, conducted a research which was based on importance of meta discursive markers in both composition and reading research that how meta discursive markers enhance the researcher's awareness of readers' needs and how these markers are related to the quality of the texts that students produce. In that experimental study, university-level student researchers in the experimental class were taught meta discursive markers in addition to a process method, while those

researchers in the control class were taught composition through only a process method. Pre and post-treatment student papers were analyzed to determine whether the use of meta discursive markers was different and how the interpersonal, textual, and ideational components of the texts in the two groups were affected. The results of the analysis indicated that the experimental group benefited from instruction about meta-discourse: Students in the experimental group produced essays that received significantly higher grades than those in the control group which made the texts more accommodating toward readers, and to the strengthening of the ideational as well as the interpersonal and textual meanings of the texts. So the results showed that teaching students to use meta discursive markers may be an important way to improve their writing skills. These markers should be taught in educational institutions not only for writing purposes but also for readings and understanding of the writers.

The use of meta discursive markers are emerging in every field of education because these markers are embedded in every text. Hyland K. in 2001, conducted a research which was based on comparative studies of self-citations between pure sciences and social sciences. The purpose of the study was that who use frequency of self-citation in academic writings and the results illustrated that in pure sciences students use more self-citation than other humanities and social sciences disciplines. However, these markers are depended on the context as well as writer's way of expressing his interpretations.

Meta discursive markers also vary from language to language and in every language we have these markers to guide readers through the text. Another research was conducted on comparisons of national culture or academic purpose by Dalh T. in 2004. The purpose of research was the influence of language in using meta discursive markers in three different languages (English, French and Norwegian). These languages texted in three departments such as linguistics, medicines and economics. The results showed that language is very important factor in academic writings because English and Norwegian language presented same results , same patterns in linguistics and economics department in utilizing meta-discursive markers than French language. In medicine, all languages displayed similar patterns and used very little meta-text. English and Norwegian are both representatives of researcher responsible cultures, while French represents a reader responsible culture.

As we know that gender plays an important role in communicating through writing and speaking. The research presented by Pasaribu A. (2007), was based on same model of gender differences in academic easy writings. It was based on gender differences in EFL courses. The aim of the study was the use of interactional and interactive markers used by both genders in essay writings. The interactive markers had been used more than interactional in essays written by both genders and male used more self-mentions than females in interactional markers whereas transistors had been used highest among all in essays of both genders. According to some observations, females are more conscious in making relationships with their readers but in this research males used more personalized styles of writings by using self-mentions. The use of meta discursive markers are not fixed in any text, discipline, gender, cross cultures etc.

Language use in newspapers is also very important to guide the readers through the text. One examination of meta discursive and rhetoric, was conducted on two elite newspapers "The Times" (English) and El-Pais (Spanish) by Dafouz E. in 2008, in which they compared British and Spanish newspapers on 40 opinion columns. The aim of the research was to identify the most occurring markers in both newspapers. These newspapers selected on the distribution of cross-linguistic and cross-cultural context. Informants or readers evaluated the subjective guest columns for persuasiveness. The findings depicted that in both newspapers both textual and interpersonal markers were found equally but the variations occurred in two textual markers. Researcher stated that persuasive texts comprises equality in both markers because the reader-oriented texts must contain both markers equally.

People use some special ways to interact their customers to get profit in their business and they use special kind of words to involve them in their products. Different cultures have different ways of communications and interacting others. In 2014, one research was conducted on business websites of Spain and US toy company by Ivorra F.M. that how they attract their customers, make relationship with them by employing these markers. The findings shown that at the presentation page of UK website these markers have been frequently used to persuade their customers and make social relationship with them as compared to Spain. These differences occurred due to the differences in nationalities and cultures. The difference in culture show that US website gives more liberty to customers in expressing their needs.

Meta discursive markers are very important to understand and use in the text. Sukna P.B. in 2014 found interpersonal markers in opinion articles in Indonesian newspaper in which he used Dafouz's taxonomy of interpersonal markers. The opinion articles written by leading figures like politicians, professionals, activists and academics were selected and the topics of all ten articles were similar. The results shown that attitude markers were frequently used in all articles. If we compare this study with Noorian M. and Biria R. (2010) was conducted a study on the same topic but the newspaper were taken from Iran . The results of both studies are same because in that study the frequency of attitude markers was the highest among all other markers. This is because of their common cultures and the other reason is writers express their personal feelings while writing about democracy and political issues.

Differences in writings are not based on only one perspective but there are many uncontrolled conditions using meta discursive markers in the text. On this model of interpersonal meta discursive markers proposed by Hyland, one of the research is presented by Salehi B.M. in (2016), his research was based on gender differences to find meta-discursive markers in micro-biology and applied linguistics. He investigated interpersonal markers in discussion sections of 64 research articles of micro-biology and applied linguistics. The results shown that the differences betwixt both genders was not based on genders but it was based on different disciplines. It was cross-disciplinary different betwixt microbiology and applied linguistics.

In 2017, Ramoroka B.T. analyzed the difference between two discipline of Botswana University in essay writing. The purpose of research was to focus on rhetoric features in presenting textual voice by using interactive meta-discourse markers in two disciplines Media Studies and Primary Education. For data analysis, three lectures had been given to each disciplines for guiding the students that how they can involve their audience in the text, interviews were taken to explore that how much the students know their audience and which factors affect on their writings and 40 essays were taken to find the difference. The findings show that all five interactive markers are used in both disciplines but students of Media Studies use slightly more self-mentions. They also use more hedges in introduction part. The difference in both disciplines was based on their academic background communities, values and beliefs and these variations can be problematic for teachers while teaching to L2 learners.

Cross culture is another major aspect in written texts. People use meta discursive markers according to their cultural backgrounds. The study was conducted by Farnia M. and Mohammadi N. on the same issue but the purpose was to find cross culture analysis of interpersonal markers in British and Iranian local newspapers. The corpora of that study was larger and 120 opinion articles were selected and the theory was also same. The findings shown that commentaries were used most frequently in both local newspapers. These variations were occurred due to different language experiences and cultural difference.

The use of meta discursive markers got attention in recent years in presenting and introducing products because these are very important to guide the audience about the products through written and oral communications.Two Indonesian writers Kuswoyo H. and Andini Siregar R.A. in 2019, researched on oral business presentation of Steve jobs who was pioneer of PC era. They investigated his oral presentations about his product and found very large amount of engagement markers in his presentations. Transitional markers were also been used of interactional markers in his presentations and these findings showed that Steve addresses his customers in very convincing manner and makes strong relationship with them by giving his arguments. It shows that meta-discourse markers help in communicating business meetings but inappropriate use of these markers can cause the ambiguity and confusion between speaker and listener.

Teachers and language instructors pay much attentions towards language development and its usage in academics. In 2015, Lee J. conducted a research on comparative analysis of EAP lessons and university lectures. The purpose of that research was the comparisons of EAP lessons and university lectures that how teachers use meta-discourse markers in their lectures and in EAP lessons. The corpus of the research was based on classroom discourse in which included 18 EAP lessons given on L2CD and 18 MICASE university lectures. The results depicted that EAP teachers were more concerned in using markers to guide their students and engage them in lectures properly.

Native and non-native authors use meta discursive markers in writings but they use markers differently because only native speakers know the exact usage of markers in text. However, one research was based on same model to analyze native and non-native researchers use meta-discourse markers in their research articles, conducted by

Gholami J. in 2016 and that study investigated the frequency of interactive and interactional meta-discourse markers employed in biological research articles. It also explored the possible relationship between the frequency of these markers and Impact Factor of journals as an index of quality. Moreover, it aimed at finding out the differences between two groups of researchers (Iranian and American) in their use of these markers. Forty biological RAs published in years 2008‑2011 written by Iranian non‑native researchers and published in four ISI journals with different IFs and 40 articles with the same characteristics published by American native researchers were selected and examined for the use of the markers. The results showed that there was a strong positive correlation between the frequency of MDMs and IF of the journals. Regarding the frequency of MDMs, it was observed that Iranian researchers employed interactive and interactional markers slightly more than their American counterparts. These results may provisionally confirm the considerable role of MDMs in enhancing the coherence and organization of articles for possible publication in high‑impact journals.

The another research was based on comparison between medical and social sciences presented by Mina K.G. , Biria R. in 2017 and the study aimed to identify the difference betwixt social and medical students of Iran. The researcher used Hyland's model to examine meta-discursive markers at both textual and interpersonal levels. The accumulative results shown that in social sciences three markers were used frequently such as transistors (to make connections between ideas), frame markers (to show sequences in the text) and evidentials (to given authentic evidences and other two interactive markers such as code glosses and endophoric had been used almost equivalent in both departments. At interpersonal level, in medical science hedges, boosters and self-mentions had been used higher than social science. Although the attitude markers were used in same quantity in both disciplines and engagement marker had been used higher in social science than medical science. The overall findings demonstrated that researchers of social sciences used more textual markers whereas in medical sciences interpersonal markers had been used in the highest quantity in research articles.

As we know, language is very important in using meta discursive markers because in every language there are some rules and regulations to convey a message. One research was based on comparisons of Persian and English language in applied

linguistics and politics conducted by Varastehnezhad M. , Gorjian B. in 2018, that how the researchers use meta-discourse markers in both disciplines and in both languages such as Persian and English whether they are similar or different in using meta-discourse markers and what is the influence of language is academic writings. According to some observations, English language researchers use more meta discourse markers than other researchers but that study revealed that both Persian and English language researchers used almost equivalent markers in research articles and there was no significant distinction betwixt both languages in utilizing these markers in their writings.

Students use meta discursive markers in writings at every level.Alkhathlan M. in 2019, conducted a research on EFL students of Saudi Arabia, in which they found the use of interactive and interactional meta-discourse markers that students use more interactive or interactional markers in their writings. The results showed that Saudi EFL college students use more interactive markers and they need more training in using interactional meta-discourse markers to be able to convince the reader of their ideas and arguments in a text.

The presidents use rhetoric speech to inform, persuade or entertain the public and these markers help them to involve their listener in the speeches. Mirzeian E. (2020) conducted a research on speeches of two presidents of United States, Barack Obama and Donald Trump. The subject matter of the speeches was nuclear agreement in Iran and the purpose was to find the difference between presidents by using interpersonal meta-discourse markers in political speeches. The findings shown that there was no significant different in their general and specific preferences of using meta-discourse markers. This study was conducted to find political rhetoric between two leading politicians. Dafouz's J Pragmat classification of interpersonal meta-discourse model was utilized to find the interpersonal and contextual differences in presidents' speeches.

Gender differences occur in every field of academics and language purposes. The differences also occur in using these markers.Latif F. (2020) conducted a research on gender differences by using two interpersonal meta-discourse markers such as hedges and boosters. The objective of the research was to explore the frequencies of using these markers in research articles in abstract, discussion and conclusion sections and how researchers persuade and dissuade their readers to condemn their arguments

in research articles. The researcher used Hyland's taxonomy for data analysis but she had used only two markers out of 10 and selected 50 articles for data collection. The findings shown that female use more hedges and fewer boosters in their research articles than male. The results shows clear difference in male and female writings in research articles. This paper shows that female are less confident in conveying their arguments and they used less resources to emphasize their readers because they used more hedges in their research articles. It also shows that male are confident in giving their arguments and they use more boosters for emphasizing their readers to understand their arguments. Male use more valid resources to make their writings effective and understandable. Pakistani academic research articles was taken randomly for data analysis and no background academic community was observed.

The use of meta discursive markers got pedagogical attention in recent years. It aspired great attention by research scholars because they want to make their writings effective and entailing. In a recent study Sulaimani N. and Khan I.M. 2020, investigated the book reviews of applied linguistics of ISI and non-ISI journals. The meta-discursive model given by Hyland was used to check that how writers convinced their readers to read books through book reviews and how they made it interesting for reader and created curiosity to read books after their short reviews in a concise manner. The results showed that in ISI journals,evaluative patterns had been used the highest among all and other markers had also been used to make their reviews effective and according to academic writings.They used more interactive (textual) makers to convince and guide their readers to read full book for better understanding. They selected 86 reviews and all were related to assessments and language teaching. The difference may be due to cultural backgrounds of authors because mostly Asian authors publish reviews in non-ISI journals and they are non-native English speakers. The highest frequency of markers was hedges and lowest frequency was engagement markers.

Gender differences in presenting authorial voices at MPhil level in three discipline of social sciences has not been done before. It is a research gap in the body of existing knowledge because meta-discursive markers have not been investigated at MPhil level to find out the authorial voices projected by both male and female. The present research is different in a way of finding researcher's voice by using meta discursive markers in Education, Pakistan Studies and International Relations that

how researchers constitute their voices with the help of these markers. Whether all disciplines are aligned in one category or in different categories in writing dissertations at MPhil level. It is also fruitful and different in presenting which markers are useful for projecting authorial voices and which are not useful to make the writings effectual. This research shows the techniques to constitute successful and productive writing styles and also tell us the effective authorial voices.. All previous researches on academic writings were based on textual and interpersonal use of meta discourse markers , gender differences , languages and culture differences, disciplines of medical and social sciences but this is different in projecting authorial voices by using these markers at MPhil level.

In this chapter, background of meta-discursive markers has presented in detail from its origin that when Harris Z. coined the term to Hyland's model. Then the relationship of meta discursive markers with writing and reading and the factors that affect on meta discursive markers have been discussed in detail. Then Ivanic and Camps' voice typology and voices defined by other scholars have been mentioned. Brief introduction of corpus linguistics has also been explained with its types. Work already done on the topic mentioned in detail by giving examples of other scholarly work. At the end, the research gap in the existing literature has been described.

CHAPTER 3

RESEARCH METHODOLOGY

Research methodology, research type / design, data collecting method, strategies of analyzing data and research instruments have been briefly discussed in this chapter. It administers rationale of research instruments, procedure of data collection and methods of data analysis. The present research is significantly planned, justified and systematic as it gives evidences and authentications on the current topic. Hyland's model and Ivanic and Camps' voice typology have been used to analyze data for this research topic.

3.1 Conceptual Framework of the Present Research

This present research relies on mixed-method approach which includes both quantitative and qualitative methods. It follows sequential explanatory strategy because this research is characterized by the collection and analysis of quantitative data in the first phase of research followed by the collection and analysis of the qualitative data in the second phase that builds on the results of the initial quantitative results. It is attempted to explore authorial voices in academic discourse at M.Phil level. The introduction and conclusions sections of dissertations are selected to find authorial voices because these markers are mostly present in the beginning and ending section. The dissertations selected that are almost on similar topics. Hyland's Interpersonal meta-discursive model, is one of the most important model to find markers in written text at both textual and interpersonal levels that is used for data analysis for this study. Ivanic and Camps' voice typology has also been used as voice detector to recognize authorial voices through these markers. The markers and voices are interrelated to each other. According to the frequencies of meta discursive markers, voices are found in academic writings.

3.2 Research Design

The present research follows descriptive and explanatory research design. It is descriptive because it describes natural occurring phenomenon without any experiments and it is also explanatory because it explains authorial voices in different disciplines of social sciences projected by both male and female. It is describing the authorial voices in writing dissertations at MPhil level and gender differences in

social sciences. It attempts to explore frequencies of meta-discursive markers in three disciplines of social sciences and shows how researchers project their authorial voices by utilizing meta-discursive markers in their dissertations. It is explaining authorial differences within single discipline as well as across discipline of social sciences. The frequencies of makers show the writer's stance towards the propositional content. This research is also comparative in nature as it compares genders differences in projecting their voices as an author with the help of these markers in their dissertations. First, the frequencies of meta discursive markers are found then on the basis of those frequencies voices are found by relating them with the markers.

3.3 Sample and Sampling Techniques

Purposive sampling technique has been used for this present research. Three disciplines such as Education, International Relations and Pakistan Studies have been selected to take samples for the present research because M.Phil dissertations are written only in three disciplines whereas others are still in writing process in social sciences at NUML. This is the purpose of selecting samples from these three disciplines. Twelve dissertations have been selected to analyze the data and from each discipline two males and two females dissertations have been taken as samples.

3.4 Data Collection

Data has been collected from NUML E-Library in soft form and also from Pakistan Studies library in hard form. Education and International Relations dissertations have been uploaded on NUML E-Library but Pakistan Studies dissertations have not been uploaded on E-Library. That's why, Pakistan Studies dissertations have been taken from its library in hard form. Twelve dissertations have been selected from social sciences for data collection. Four dissertations have been selected from each discipline such as two males and two females dissertations. Introduction and conclusion sections have been selected for data collection.

3.5 Data Analysis

First of all dissertations of Education and International Relations have been converted from PDF files into into .text in files because AntConc only accepts .text in files. Then Pakistan Studies dissertations have been converted from hard forms into soft forms through pictures then converted files into .text in. Then software text

processor has been used to find out the frequencies of all meta-discursive markers in introduction and conclusion sections. Then screenshots of all markers have been taken of both sections and saved in their folders. On the basis of those frequencies, graphs and tables have made for data analysis. Then according to their frequencies, authorial voices have been found with the help of graphs and tables. Both quantitative and qualitative methods have been used for data analysis.

For this present research the software text processor (AntConc.3.4.4.0, 2019) has been used as a research tool to find authorial voices utilizing meta-discursive markers in dissertations.

3.6 Ethical Consideration

Ethics should be followed in every work and it is also very important to keep ethical consideration while researching something new in any field. In this present research, researcher has followed research ethics by taking permission from all disciplines of social sciences such as Education, Pakistan Studies and International Relations. The letter had been issued by the Dean of English department to take permission from the respective departments for data collection.

3.7 Theoretical Framework

The Hyland's interpersonal meta-discursive model and Ivanic and Camps' voice typology have been utilized for this present research and it has been explained below in detail.

3.7.1 Hyland's Interpersonal model of Metadiscourse

Hyland in 2005 suggested that meta discourse elements are put into two types the "interactive markers" are helpful in leading the way to audience in the given work whereas "interactional markers" are helpful in entailing and engaging audience in written text.

The interactive dimension: This dimension is used to fulfill the needs of textual requirements and to writer's awareness about the readers / audience and to modify for comprehensive abilities , probable knowledge and emoticons. These interactive markers are used to assist the reader through the text. They are used to guide readers with the help of examples, tables, figures, references and restatements in the

constructed text. Endophoric references , transitional and frame markers, evidentials and code glosses are subcategories of interactive (textual) markers.

In transitional markers, conjunctions , contrastive phrases, adverbial phrases, additive, causative, consequences are included to help the reader make pragmatic connections and in making links between ideas , these links can be internal to the text but can not be external to the text. They also indicate relationship between clauses. For example, likewise , in contrast to are used to mark arguments to compare differences and similarities in two ideas, therefore, in conclusion are used to justify and conclude consequences, furthermore, by the way are used for extension of an argument or add some extra information in the sentences and nevertheless, anyway are used when an argument is being countered.

In frame markers, text stages , topic shifting, framing, discourse goals and text boundaries are used in the text. They show sequence in the text and facilitate reader through stages like firstly, secondly, lastly, now, let us, then , at the same time etc. They are also internal to the text like transitional markers. They can be used for announcing goals I argue, my purpose is, labeling text stages to summarize, shifting topics let us, now, return to etc. They guide the reader through different steps and stages in the text. The word frame itself explains that it frames the text in sequence and stages.

In endophoric markers, references are given from the same text but from other chunks of the text. They are like transistors which give extra or additional information in the text. They are not used for extensions of the sentences like transitional markers but they provide information in several parts of the text. They especially use for providing extra material to the reader, to elaborate the ideas and to get better understanding of the text. In endophoric makers, both anaphoric and cataphoric references are used. The anaphoric references are those that are used earlier in the text such as noted above, earlier, in previous table, in previous section etc. The cataphoric references are those that are used later in the text such as in the table below, in next section, in next chapter, in next part, in fig etc.

In evidentials markers, references from other text are included. In these markers, the writer use references from other text of some other scholars , articles and authority to support his argument and these markers provide support to the text. The writer use

these markers to make his writings more comprehensive and accurate by giving different references of others and some reliable sources. They are used for accommodating others' ideas and experiences for the readers to get extra information from other text and more understanding about the topic from some authentic resources. They accommodate to comprehend the subject matter of the text. These are the references from other texts rather than the current one. For example, according to X, Z stated that etc.

In code glosses, restatements of the previous information are given. These markers are used for restating what has been already said in the text. The writers use these markers to make their writing more attractive. They are used to make sure that the readers get the intended meaning and to convince the reader to get appropriate meaning of the text. They are considerate to make sure the understanding of the reader and to restate the previous information in the text by making the meaning of the text more clear and persuasive with the help of examples. The writers use these markers for embellishment of their writings. The examples of code glosses are; known as, via, way, specifically, such as, as the matter of, indeed, called etc.

The interactional dimension: The writers use these markers to interact and to engage their readers in the text. These markers refer to the author's voice and personality in the text. They are employed for the unity with the readers in the given constructed text. These are self-reflective linguistic expressions markers which are used to make interactions powerful with the reader. Attitude and engagement markers, boosters, hedges and possessions (self-mentions) are all included in subcategories of interactional markers.

In hedges, uncertain and doubtful phrases are included. They express uncertainty in the text and these are words or phrases which show alternative view point. When the writers have lack of knowledge about the topic or when they are doubtful of their ideas and arguments then they use hedges in their writings. Perhaps, may be, possible, might, apparently, assume , could, probably etc are some examples of hedges. These markers give information in the text but the information is given as opinion rather than fact. The writers present their opinion in the text but they do not clearly justify their information as fact. Hedges are employed to drive the reader towards the conclusion or reasons of writer's choice.

In boosters, certainty and strong relationships are shown in the text. These markers are employed when the writer is fully confident on his viewpoint. They are used to express certainty and clarity of the ideas and interpretations of the writer. Boosters are diverse to alternative viewpoints and they strengthen the arguments and writers make their readers to come up on the same conclusions as writer by using these markers. These markers are very important to make dedication in a text while settle up with the respect of the reader. Clearly, conclusively, incontestable, no doubt, incontrovertible, doubtless, evident are some examples of boosters. Boosters are very helpful in involving the reader in the constructed text because the writers use these markers confidently to persuade their readers. These markers are also newsworthiness for the readers.

In attitude markers, adverbial phrases and adjectives are used to express feelings of expressions. The author uses attitude markers to express his perspective and evaluation about the current topic. These markers pertains statements which reflects author's position in the text towards reader and contentment in the text. They convey the message given by author in the written text and to reveal his ideas and opinion. The author uses words like surprisingly, hopefully, fortunately, unfortunately, I agree, prefer, amazing, remarkable , appropriate etc in attitude markers. These markers are used to fill gap by adding additional information in the previous research.

In self-mentions, first person pronoun and possessive adjectives are included. These markers facilitate in constructing author's identity in the text. They demonstrate author's presence in the text and these markers are also degree of confidence for the author. The overuse use of these markers express author's subjectivity and less formal in writings. These markers consider as author's rhetorical strategy in promoting himself and outlining his specifics in his writings. The authors use these markers to organize arguments, dispute their exertions and demonstrate their positions in their writings. They are also used to display author's responsibility towards the claims that he makes in his writings. I, me, we, us, our, ours, mine are examples of self-mentions.

In engagement markers, interjected phrases, pronouns, directives, obligation modals and rhetorical positioning of the audience are included. These markers are especially used to engage the audiences in the text and to involve them in writings. They are very important interpersonal devices which are used to interact the readers.

These markers directly address the reader's attention and expectations as discourse participants.

3.7.2 Ivanic and Camps' Voice Typology

In 2001, Ivanic R. and Camp D. proposed voice typology to find authorial voices in writings. It is the outcome of linguistic expressions used by the author in his writings. They claimed that voice is found with the help of three macro-functions, ideational, textual and interpersonal. The author constructs his voice by viewing the world, showing interest of different topics and his stance towards content (ideational), by presenting himself with self-confidence (interpersonal) and by making meaning in different ways (textual). According to this typology, voice can be measured by the selection of words, sentence pattern and linguistic choices made by the author. The ideational positioning includes choices of lexical noun phrases, generic references, syntactic choices, evaluative lexis, form of verb, human references, specific references etc. The interpersonal placing includes mood, evaluation, modality, first person reference etc. The textual positioning includes noun phrase length, monosyllabic vs multi-syllabic words, semiotic modes and linking devices etc. Ivanic R. and Camps D. claimed that every individual exerts personal agency and take material from different voice types to alloy them into a new unique voice according to his own preferences and interest.

Ideational voice

The author occupies many different positions by the views of knowledge making, by giving his opinion towards the topics, by showing his preferences and interest about the topic in which include methodology, objectives and his stance towards the topic. These positions can be conceptualized by the choices of linguistic expressions and they make up the author's voice in the text. In the text, writer's opinion and stance are embedded in it and they create author's ideational voice in the text. In ideational voices generic references, syntactic choices and evaluative are included and they shape ideational voices in the text.

Interpersonal voice

Interpersonal voice shows writer's self-confidence and certainty about the topic in the text. It shows powerful relationship between the author and the audience.

Evaluative lexis, modals, certainty , uncertainty, explicit reference are different linguistic markers that show self-confidence of the author in the text. First person plural "we" , imperative and interrogative mood of the verb also designate powerful connection between reader and the author.

Textual voice

Textual voices shows that how the writer has constructed his text in which include length of noun groups, multi-syllabic words, linking devices and semiotics. Construction of text is also an effect of writer's voice in the text. Textual voice also delineates the writer's academic discourse community and writer's position in his writing. These multi-syllabic words, monosyllabic words, semiotic mode, nouns, linking words, punctuation capture author's identity in the text when audience interact with it. We can analyze description, understanding and interpretations of the author in the text through textual analysis and can find literal meaning and textual voice of the author through symbolism, values and assumptions. We can find textual voice in novels, books, plays, poems, commentaries, email and in transcript speeches. Textual voice especially emphasis on the construction of text like metaphor, simile, meter and rhyme in poem, length of nouns, boosters, text connectives, narrators and validity markers in text. These all elements in text contribute to the meanings of the text. Ivanic R. and Camps D. presented different authorial voices in writings depend on ideational, textual and interpersonal functions. He included professional, militant, opinion holder voices in ideational voices. Confident , hesitant, impersonal and self-aware in interpersonal and reader considerate, academic literacy voices in textual voices. The researcher has used only textual and interpersonal authorial voices on the basis of textual and interpersonal functions in the text fro this present research.

In this chapter the researcher highlighted all research methods, data collection techniques, data analysis methods and theoretical framework for the current study. However, data analysis is mentioned in next chapter in detail.

CHAPTER 4

DATA ANALYSIS

The data analysis is described into four parts. Firstly, the researcher has made tables and mentioned all frequencies of textual and interpersonal markers used by both male and female in their dissertations. Secondly, textual and interpersonal analysis have been mentioned on the basis of their frequencies. Thirdly, graphs have been made and authorial voices have been found through graphs. Lastly, gender comparisons of projecting authorial voices through meta-discursive markers in all three disciplines have been done. In this present chapter, detailed data analysis has been discussed both quantitatively and qualitatively. In order to find authorial voices in academic discourse, twelve dissertations from three disciplines (Education, Pakistan studies, International Relations) of social sciences have been selected from both genders equally.

Dissertations of Education Department

4.1 Education dissertations no. 1

Table 1: Frequencies of Interactive Markers in Education dissertations no.

This table signifies the overall frequencies of interactive markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in Education dissertations no. 1.

	Categories of interactive markers in Education dissertations no. 1	Frequencies in introduction		Frequencies in conclusion	
		Male	Female	Male	Female
Interactive markers **(Textual markers)**	Transistors	44	56	4	19
	Frame markers	21	20	1	5
	Evidentials	66	45	2	2
	Endophoric	0	3	0	0
	Code Glosses	7	18	3	4

Table 2: Frequencies of Interactional Markers in Education dissertations no.1

This table signifies the overall frequencies of interactional markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in Education dissertations no. 1.

Interactional markers (Interpersonal markers)	Categories of interactional markers in Education dissertations no. 1	Frequencies in introduction		Frequencies in conclusion	
		Male	Female	Male	Female
	Hedges	24	36	1	10
	Boosters	18	23	4	5
	Attitude markers	2	4	0	1
	Engagement markers	23	38	1	4
	Self-mentions	11	1	0	0

4.1.1 Textual Analysis

The table and graph of interactive markers show that in education dissertation no. 1 male used less transitions as compared to female. It means female signaled more additive elements and helped the readers to get involved in the text and expressed stretches in the discourse. Male also used transitions and helped the readers to interpret links between ideas.The total frequency of transistors in male dissertation is 48 and in female dissertation is 75. In female education dissertation, transistors are the most occurring markers. Frame marker have been used almost equivalent in both male and female dissertations. The total frequency of frame markers in male dissertation is 22 and in female dissertation is 25. It means both researchers defined main points sequentially and introduced the topic well and helped their readers by framing the sequence of the information about the element of the discourse fruitfully. Evidentials have been used more in male dissertation and less in female dissertation. It exhibits that male presented more references from other resources and provided more supportive arguments, representative ideas and facts from other reliable resources. It is also the most occurring discourse marker in male dissertation. The total frequency of evidentials in male dissertation is 68 and in female dissertation is 47. In other hand, female also used evidentials but she used lesser resources from

other texts, presented lesser representative ideas and lesser reliable resources than male in education dissertation. The accumulative results show that both male and female used evidentials in their dissertations but male was more careful in writing his dissertations by establishing an authorial command of the subject. Endophoric references have been used very less in female dissertation and have not been used single time in male dissertation. The frequency of endophoric references in male dissertation is 0 and in female dissertation is 3.It shows that additional content material has used very less by both male and female for aiding the recovery of their meanings. The accumulative result shows that both gender used very less anaphoric, cataphoric and self -references in their dissertations. Code glosses have been used more in female dissertation and less in male dissertation. It shows that female supplied extra information by elaborating what had been said and she was heavy user of supplying additional information. She tried to help the reader by explaining given information in the text whereas male did not explain the given information well. The total frequency of code glosses is 10 in male dissertation and 22 in female dissertation. It shows that female has used double code glosses than male.

4.1.2 Interpersonal Analysis

The table and graph of interactional markers show that female used more hedges as compared to male. This feature implies the degree of uncertainty and hesitation in doing something.They are used for indicating the author's decision to recognize alternative view points. The total frequency of hedges in male dissertation is 25 and in female dissertation is 46. The accumulative results show that both genders used hedges more in introduction section. It depicts that female researcher is more hesitant in explaining her point of views as compared to male. Boosters have been used by both male and female in education dissertation. Boosters show the confident voice and these markers commonly employed by chairperson to project confident voice. In these education dissertation, female are more disposed in using full assurance but still it has been used less than hedges in female dissertation. The total frequency of boosters in male dissertation is 22 and in female dissertation is 28. The results show that male used almost equivalent hedges and boosters in his dissertation and female used more hedges than boosters in her dissertation. Although it is higher frequency of boosters in female dissertation than male but it has been used very less than hedges in female dissertation. Attitude markers have been used very

less by both genders. They are useful in projecting author's attitude in his written text. These are helpful to express affective attitude of the researcher. The total frequency of attitude markers in male dissertation is 2 and in female dissertation is 5. The frequencies demonstrate that both genders have not projected themselves in their dissertations. Engagement markers have been used by both genders but female used more engagement markers than male. They are helpful in positioning reader in the discourse. The total frequency of engagement makers is 24 in male dissertation and 42 in female dissertation. It shows that female established the relationship with the readers more effectively. The transistors and engagement markers have been used almost equivalent in female dissertation. It presents that female involved the readers more efficaciously in education dissertation. Self mentions have been used more in male dissertation and very less in female dissertation. They help in strengthening the author's existence in his work and promote solidarity. The total frequency of self-mentions in male dissertation is 11 and in female dissertation is only 1. The results show that male presented his identity and presence in his dissertation in introduction section. These markers present writer's stance in his writings and in education dissertations male used more stance markers in his dissertation.

The figures were also drawn to show the usage of interactive and interactional meta discursive markers in Education dissertations no. 1. The bars in the graph have plotted horizontally to present the values of markers in sequence composed by male and female. The bar graph is presented below.

Figure 4.1 Comparisons of Interactive markers in Education dissertations no. 1

Figure 4.2 Comparisons of Interactional markers in Education dissertations no. 1

4.1.3 Authorial Voice

The graphical representation illustrates that in education dissertation no. 1, according to textual analysis male used evidentials among all other markers and female used transistors among all other markers whereas in interpersonal analysis both gender used hedges among all other markers.

An "authoritative voice" contains accuracy, knowledge, confidence, truthfulness, and authorized information. This voice type has ability of giving reliable data and resources to make your work valid and veritable. Evidentials include references and quotes from other authentic scholarly resources and these markers project authoritative voice in writings. Evidentials are helpful in providing supporting arguments and facts from other reliable sources. Male used evidentials highest among all other meta-discursive markers in Education dissertation no. 1 at both (textual and interpersonal level). The occurrences of evidentials in introduction section are 66 and in conclusion section are 2. It exhibits that in education dissertation male used more references from the other texts to establish an authorial command through others' opinion of the subject.Hence, male projected "literacy voice" in Education dissertation no. 1.

An "imbued with academic literacy voice" is based on making connections between different parts of texts, making distinction between necessary and unnecessary information, knowledge of language usage to hang different parts of text together,distinction between cause and effect material. Transistors include conjunctions , contrastive phrases, adverbial phrases, additive, causative, consequences are included to help the reader make pragmatic connections and in making links between ideas , these links can be internal to the text but can not be external to the text. They also indicate relationship between clauses. These markers project "an imbued with academic literacy voice". Female used transistors highest among all other interactive markers in her education dissertation no. 1 at both (textual and interpersonal level). These markers occurred 56 times in introduction and 19 times in conclusion section. Therefore female signaled more additive elements to express stretches in the discourse and helped readers to interpret the ideas from one section to another to involve readers in the text. She mentioned logical connections between ideas in her dissertation. Hence, female projected "imbued with academic" voice in the current dissertation of Education no. 1.

"Hesitant voice" is based on doubtful words, lack of confidence, undecided words, embarrassment, uncertainty situations. Hedges project hesitant voice because it includes uncertain and doubtful phrases. These markers express uncertainty in the text and these are words or phrases which show alternative view point. When the writers have lack of knowledge about the topic or when they are doubtful of their ideas and arguments then they use hedges in their writings. In interpersonal analysis of education dissertation, hedges in both male and female dissertation are highest among all other interpersonal markers. In female dissertation, it occurred 36 times in introduction and 10 times in conclusion and in male dissertation it occurred 24 times in introduction and 1 time in conclusion. So according to interpersonal analysis, both male and female projected hesitant voices in their dissertations.

4.2 Education dissertations no. 2

Table 3: Frequencies of Interactive Markers in Education dissertations no.2

This table signifies the overall frequencies of interactive markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in Education dissertations no. 2.

	Categories of interactive markers in Education dissertations no. 2	Frequencies in introduction		Frequencies in conclusion	
Interactive markers **(Textual markers)**		Male	Female	Male	Female
	Transistors	23	45	9	14
	Frame markers	10	27	5	2
	Evidentials	64	55	2	2
	Endophoric	0	0	0	0
	Code Glosses	7	40	0	2

Table 4: Frequencies of Interactional Markers in Education dissertations no.2

This table signifies the overall frequencies of interactional markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in Education dissertations no. 2.

Interactional markers (Interpersonal markers)	Categories of interactional markers in Education dissertations no. 2	Frequencies in introduction		Frequencies in conclusion	
		Male	Female	Male	Female
	Hedges	17	59	9	6
	Boosters	26	31	4	6
	Attitude markers	5	8	0	0
	Engagement markers	11	28	0	2
	Self-mentions	3	7	0	0

4.2.1 Textual Analysis

In education dissertations no. 2 also male used lesser transitions as compared to female. The total frequency of transistors in male dissertation is 32 and in female dissertation is 59. It means female signaled more additive elements in dissertation no. 2 and helped the readers to get involved in the text by expressing stretches in the discourse. Male also used transitions and helped the readers to interpret links between ideas and demonstrated consequence relationship in his research. In female dissertation no. 2 also, transistors are the most occurring markers and it shows that female interpreted links between ideas more efficiently. In dissertation no. 2, frame markers have been used less in male dissertation and more in female dissertations. The total frequency of frame markers in male dissertation is 15 and in female dissertation is 29. It means both gender framed the sequence of information but female has more sequentially structured the text. They are internal to the text and female indicated content limits and construct textual structures and guided audience generously. In dissertation no. 2 also, evidentials have been used more in male dissertation and less in female dissertation. It exhibits that male presented more references from other resources and provided more supportive arguments, representative ideas and facts from other reliable resources as in dissertation no. 1. It is also the most occurring discourse marker in male dissertation as it has accustomed in dissertation no. 1. The total frequency of evidentials in male dissertation is 66 and in female dissertation is 57. In other hand, female also used evidentials such as resources from other texts, presented representative ideas and reliable resources in the dissertation. The accumulative results show that both male and female used evidentials in their dissertations but male was more careful in writing his dissertations

by establishing an authorial command of the subject and female also established authorial command of the subject. Endophoric references have not been used in both male and female dissertation even a single time. The frequency of endophoric references in both male and female dissertation is 0. It shows that additional content material have not been used by both male and female for aiding the recovery of their meanings. The accumulative result shows that both gender did not use any endophoric reference such as anaphoric, cataphoric and self -references in their dissertations. In dissertation no. 2, code glosses have been used more in female dissertation and lesser in male dissertation. It shows that female supplied extra information by elaborating what had been said supplied additional information to guide the readers properly and to grasp her intended meaning.. The total frequency of code glosses is 6 in male dissertation and 42 in female dissertation.

4.2.2 Interpersonal Analysis

In dissertations no. 2, female used more hedges as compared to male. The total frequency of hedges in male dissertation is 26 and in female dissertation is 65.Hedges indicates the degree of uncertainty and hesitation in doing something and also show to another view points of speaker or author. The frequencies represent that female are more hesitant in explaining and interpreting their view points and male are less hesitant in presenting their ideas while writing. The accumulative results expose that both genders used hedges more in introduction section but there is specified difference betwixt male and female in utilizing hedges in education dissertations no. 2.

Boosters have been used by both male and female in education dissertation. Boosters show the confident voice and they are commonly employed by chairperson to project confident voice. In these education dissertation, female are more disposed in using full assurance and expressed full commitment to affirmation but still it has been used less than hedges in female dissertation. The total frequency of boosters in male dissertation is 30 and in female dissertation is 37. The results show that male used boosters lesser than female in education dissertations no. 2 and female used more hedges than boosters in her dissertation. Attitude markers have been used very less by both genders.. They are useful in projecting author's attitude in his written text and helpful to express affective attitude of the researcher. The total frequency of attitude markers in male dissertation is 5 and in female dissertation is 8. The frequencies demonstrate that both genders have not projected themselves in their dissertations

effectively and have not expressed their attitudes to the propositional material. Engagement markers have been used by both genders but female used more engagement markers than male. They are helpful in positioning reader and to build relationship with readers in the discourse. The total frequency of engagement makers is 11 in male dissertation and 30 in female dissertation that is more than double of male's frequency. It shows that in education department female established the relationship with the readers more productive and effective. Female used engagement markers frequently in dissertations. In dissertations no. 2, self mentions have been used more in female dissertation and very less in male dissertation. They help in strengthening the author's existence in his written work and promote solidarity. The total frequency of self-mentions is 3 in male dissertation and 7 in female dissertation. The results show that female presented her identity and presence in his dissertation in introduction section more effectively as compared to male. These markers present writer's stance in his writings and in education dissertations male used more stance markers in his dissertation. They have been used only in introduction section when researchers introduced the topic and show his identity to involve the audience and to build compatibility with them in the text.

The figures were also drawn to show the usage of interactive and interactional meta-discursive markers in Education dissertations no. 2. The bars in the graph have plotted horizontally to present the values of markers in sequence composed by male and female. The bar graph is presented below.
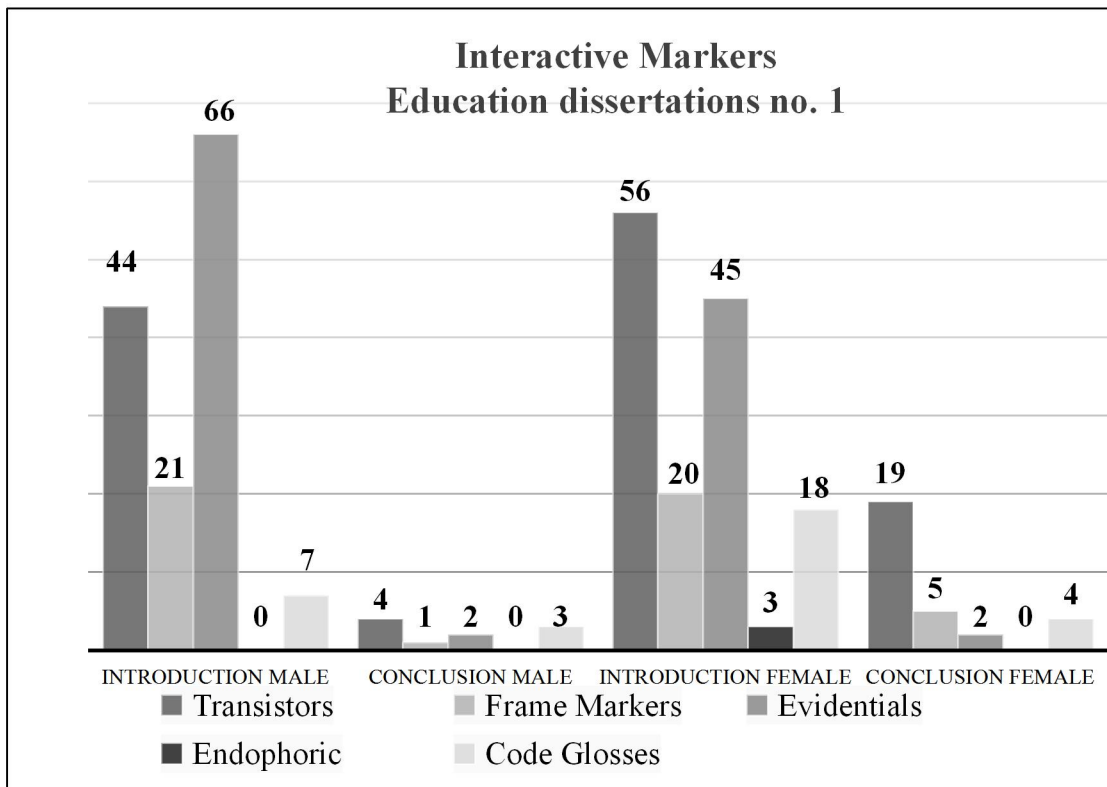
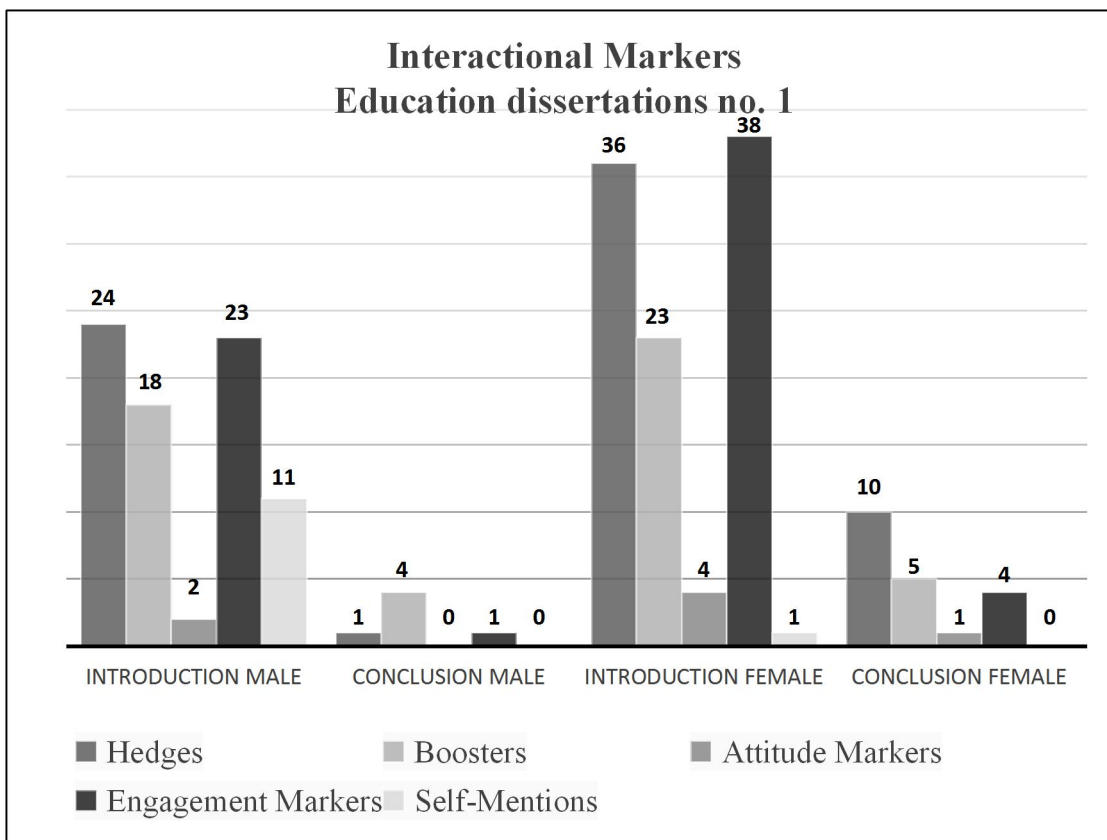Figure 4.3 Comparisons of Interactive markers in Education dissertations no.2

Figure 4.4 Comparisons of Interactional markers in Education dissertations no. 2

4.2.3 Authorial Voice

The graphical representation of Education dissertation no. 2 illustrates that in education dissertation no. 2, according to textual analysis male used evidentials among all other markers and female used transistors among all other markers whereas in interpersonal analysis female used hedges among all other markers and male used boosters highest among all.

Male projected "authoritative voice" in dissertation no. 2 by using evidentials. Authoritative voice make up of assertive sentences, dominating and imperative statements, masterly words, truthfulness, definitive, factual and authorized information from some authorized resources. This voice type has ability of giving reliable and approved data and resources to make your work true and veritable. Evidentials include references and quotes from other authentic scholarly resources, providing supporting arguments and facts from other reliable sources and these markers project authoritative voice in writings. Male used evidentials highest among all other meta-discursive markers in Education dissertation no. 2 at both (textual and interpersonal level). The occurrences of evidentials in introduction section are 64 and in conclusion section are 2. It depicts that male established an authorial command through others' opinion of the subject. That's why male projected "literacy voice" in Education dissertation no. 2. Female projected "imbued with academic literacy voice" by using transistors highest among all other markers at both (textual and interpersonal level). Imbued with academic voice is made up of distinction between necessary and unnecessary information, knowledge of language usage to hang different parts of text together, create connections between different parts of texts etc.Transistors include conjunctions , contrastive phrases, adverbial phrases, additive, causative, consequences are included to help the reader make pragmatic connections and in making links between ideas , these links can be internal to the text but can not be external to the text. They also indicate relationship between clauses. These markers project "an imbued with academic literacy voice". These markers occurred 45 times in introduction and 14 times in conclusion section. Therefore female signaled more additive elements to express stretches in the discourse and helped readers to interpret the ideas from one section to another to involve readers in the text. She has given logical connections between ideas in her dissertation.   Hence, female projected "imbued with academic" voice in the current dissertation of Education no. 2.

On the basis of interpersonal analysis, female used hedges highest among all and male used boosters highest among all. "Hesitant voice" is based on doubtful words, lack of confidence, undecided words, embarrassment, uncertainty situations. Hedges project hesitant voice because it includes uncertain and doubtful phrases. These markers express uncertainty in the text and these are words or phrases which show alternative view point. When the writers have lack of knowledge about the topic or when they are doubtful of their ideas and arguments then they use hedges in their writings. These markers give information in the text but the information is given as opinion rather than fact. The writers present their opinion in the text but they do not clearly justify their information as fact. In interpersonal analysis of education dissertation, female used hedges highest among all other interpersonal markers and it occurred 59 times in introduction and 6 times in conclusion section. So according to interpersonal analysis female projected "hesitant voices" in education dissertation no.2.

"Confident voice" is based on certainty, knowledge, trustfulness, convinced, assurance, decisiveness, self-asserting words and sentences. Boosters include certainty and strong relationships. These markers are employed when the writer is fully confident on his viewpoint. They are used to express certainty and clarity of the ideas and interpretations of the writer. Boosters are diverse to alternative viewpoints and they strengthen the arguments and writers make their readers to come up on the same conclusions as writer by using these markers. These markers are very important to make dedication in a text while settle up with the respect of the reader. Boosters make "confident voice" so, male projected "confident voice"in education dissertation no. 2 because he used boosters highest among all other interpersonal markers. The occurrences of boosters in introduction section are 26 and in conclusion section are 4.

Dissertations of Pakistan Studies Department

4.3 Pakistan Studies dissertations no. 1

Table 5: Frequencies of Interactive Markers in Pakistan Studies dissertations no.1

This table signifies the overall frequencies of interactive markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in Pakistan Studies dissertations no. 1.

	Categories of interactive markers in Pakistan Studies dissertations no. 1	Frequencies in introduction		Frequencies in conclusion	
		Male	Female	Male	Female
Interactive markers **(Textual markers)**	Transistors	6	29	3	12
	Frame markers	3	29	0	3
	Evidentials	6	20	3	4
	Endophoric	0	2	0	0
	Code Glosses	2	13	0	1

Table 6: Frequencies of Interactional Markers in Pakistan Studies dissertations no.1

This table signifies the overall frequencies of interactional markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in Pakistan Studies dissertations no. 1.

	Categories of interactional markers in Pakistan Studies dissertations no. 1	Frequencies in introduction		Frequencies in conclusion	
		Male	Female	Male	Female
Interactional markers **(Interpersonal markers)**	Hedges	4	26	1	6
	Boosters	6	15	3	4
	Attitude markers	0	7	0	0
	Engagement markers	2	7	2	1
	Self-mentions	3	15	3	6

4.3.1 Textual Analysis

In Pakistan Studies dissertations no. 1, the table and graph of interactive markers exhibits that male used very less transitions as compared to female and female signaled more additive elements and helped the readers to involve them in the text. Female expressed stretches and longer sentences by adding transistors in dissertation. Transitions have also been used in male dissertation but in very less amount. Male also helped the readers to interpret links between ideas.The total frequency of transistors in male dissertation is 9 and in female dissertation is 41. The accumulative results of textual analysis of female dissertation depicts that in female dissertation, transistors are the most occurring markers. Frame marker have been used very less in male dissertation and more in female dissertation. The total frequency of frame markers in male dissertation is 3 and in female dissertation is 32. It means female defined main points sequentially and introduced the topic well and helped her readers by framing the sequence of the information about the element of the discourse fruitfully. On the other hand, male did not well frame the sequence of information and did not guide his readers properly. In Pakistan Studies dissertation no. 1, evidentials have been used more in female dissertation and less in male dissertation. It exhibits that female presented more references from other resources and provided more supportive arguments, representative ideas and facts from other reliable resources.The total frequency of evidentials in male dissertation is 9 and in female dissertation is 24. In other hand, male also used evidentials but he used lesser resources from other texts, presented lesser representative ideas and lesser reliable resources than female in his dissertation. The accumulative results show that male used very less discursive markers in his dissertation but female was more careful in writing her dissertations by establishing an authorial command of the subject. In table of textual analysis, endophoric references have been used very less in female dissertation and have not been used single time in male dissertation. The frequency of endophoric references in male dissertation is 0 and in female dissertation is 2. It shows that additional content material has used very less by both male and female and they did not use material for aiding the recovery of their meanings. The accumulative result shows that both gender have not used anaphoric, cataphoric and self -references in their dissertations. It was the least occurring marker in Pakistan Studies dissertation no. 1 of both genders. The last discursive markers code glosses have been used more

in female dissertation and less in male dissertation. It depicts that female supplied extra information by elaborating what had been said and she used markers for supplying additional information. She tried to help the reader by explaining given information in the text whereas male did not explain the given information well. The total frequency of code glosses is 2 in male dissertation and 14 in female dissertation. The accumulative results modify that female used more discursive markers in her dissertation.

4.3.2 Interpersonal Analysis:

According to Pakistan Studies, dissertation no. 2, the table and graph of interactional markers explain that female used more hedges as compared to male. Hedges implies the degree of uncertainty and hesitation in explaining information.They are used for indicating the author's decision to recognize alternative view points. The total frequency of hedges in male dissertation is 5 and in female dissertation is 32. The accumulative results show that both genders used hedges more in introduction section. It depicts that female researcher is more hesitant in explaining her point of views as compared to male. Female was more hesitant in introduction part but very less hesitant at the end. According to dissertations no. 1, boosters have been used by both male and female in Pakistan Studies. Boosters show the confident voice voice and they are commonly employed by chairperson to project confident voice. In these dissertations, female are more disposed in using full assurance but still it has been used less than hedges in female dissertation. The total frequency of boosters in male dissertation is 9 and in female dissertation is 19. Female used more hedges than boosters in her dissertation. Although it is higher frequency of boosters in female dissertation than male but it has been used very less than hedges in female dissertation. Attitude markers have been used very less in female dissertation and have not been used in male dissertation. Attitude markers are useful in projecting writer's attitude in his work. These are helpful to express affective attitude of the researcher. The frequency of attitude markers in male dissertation is 0 and in female dissertation is 7. The frequencies demonstrate that both genders have not projected themselves in their dissertations fruitfully.The engagement markers have been used by both genders but female used more engagement markers than male although it is also in very less amount. They both are not very helpful in positioning reader in the discourse. The total frequency of engagement makers is 4 in male dissertation and 8

in female dissertation. It shows that female established the relationship with the readers but still it's frequency was very less. Both male and female did not engage their readers in Pakistan Studies dissertation properly. Basically, the dissertations of Pakistan Studies was based on historical issues so both researchers just explained the history well in introduction section but did not guide and engage their reader properly. The last discursive markers self mentions have been used more in female dissertation and very less in male dissertation. They help in strengthening the author's existence in his work and promote solidarity. The total frequency of self-mentions in male dissertation is 6 and in female dissertation is 21. The results show that female presented her identity and presence in her dissertation in introduction section. These markers present writer's stance in his writings and in Pakistan Studies dissertation no. 1 female used more stance markers in her dissertation.

The figures were also drawn to show the usage of interactive and interactional meta-discursive markers in Pakistan Studies dissertations no. 1. The bars in the graph have plotted horizontally to present the values of markers in sequence composed by male and female. The bar graph is presented below.
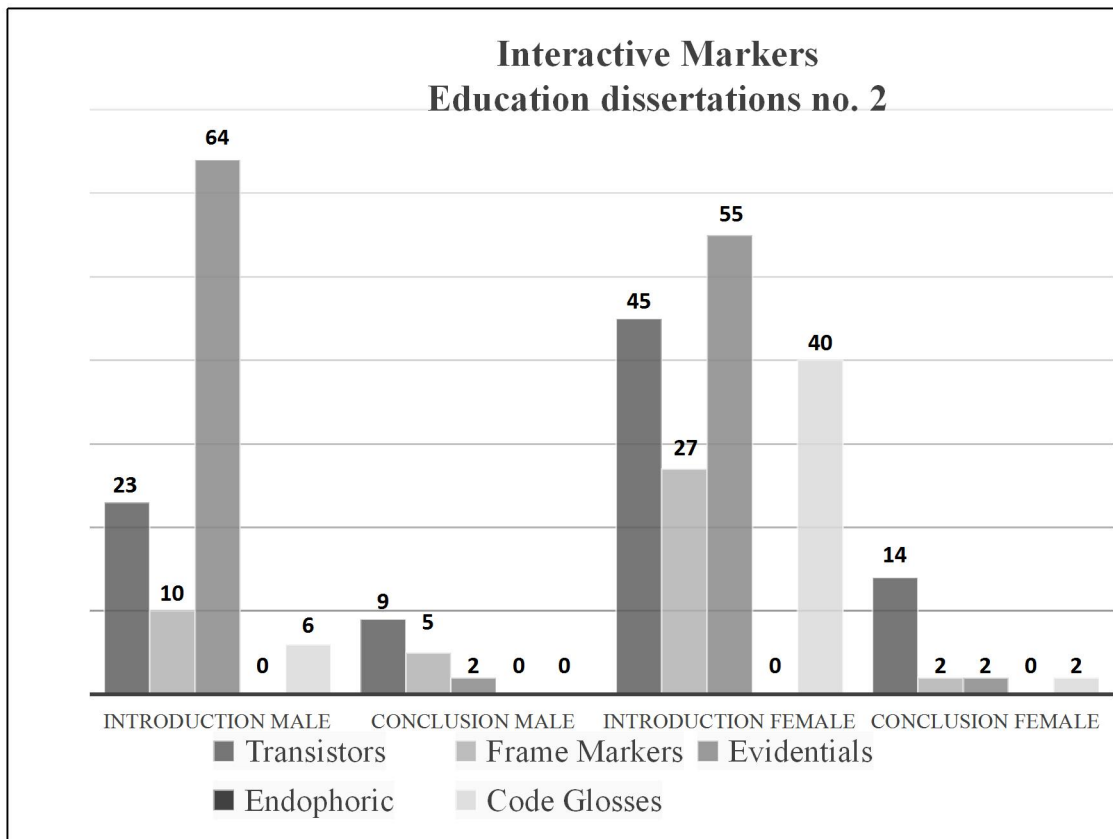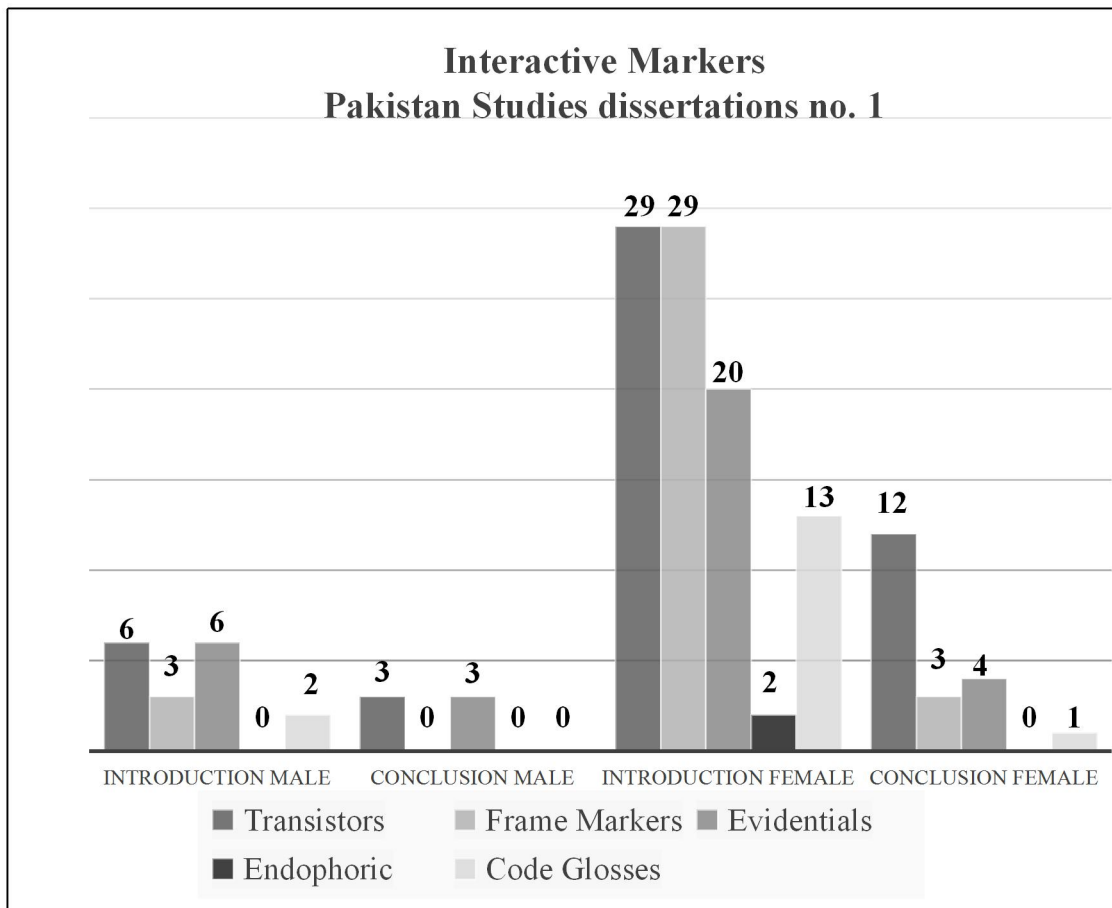
Figure 4.5 Comparisons of Interactive markers in Pakistan Studies dissertations no.1
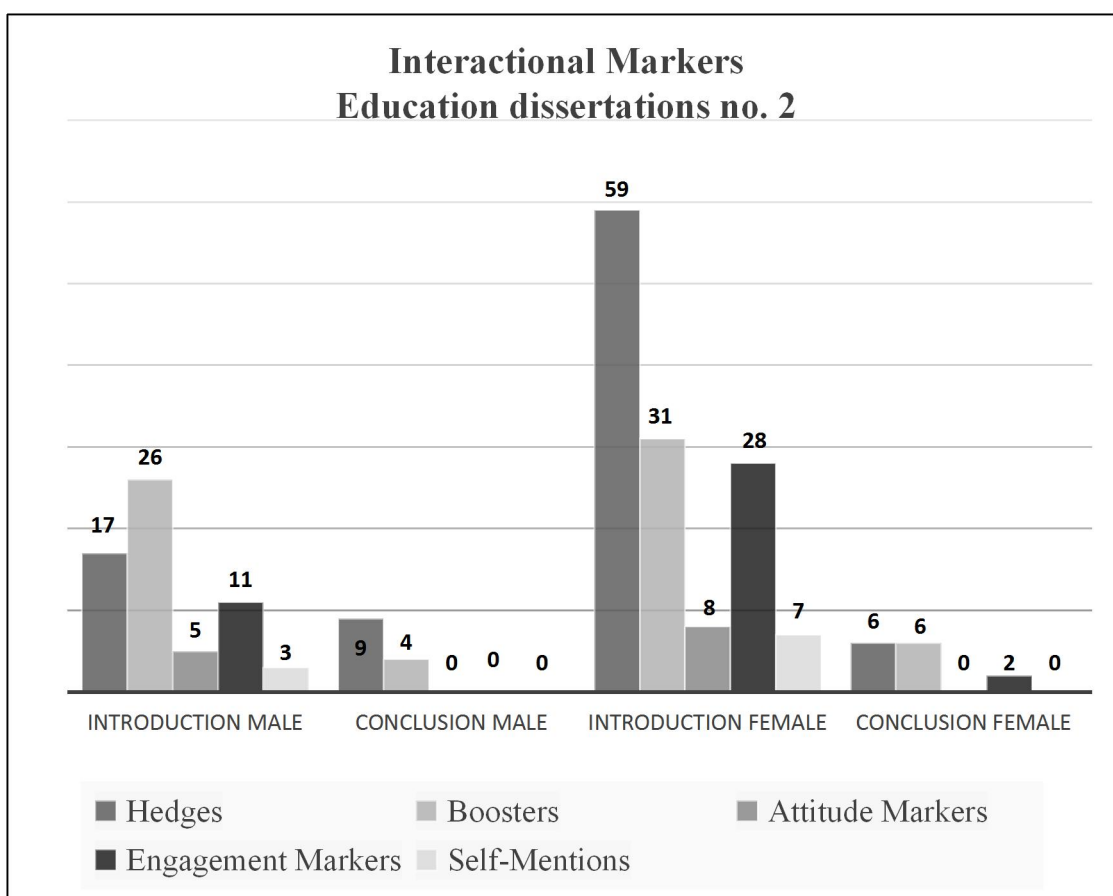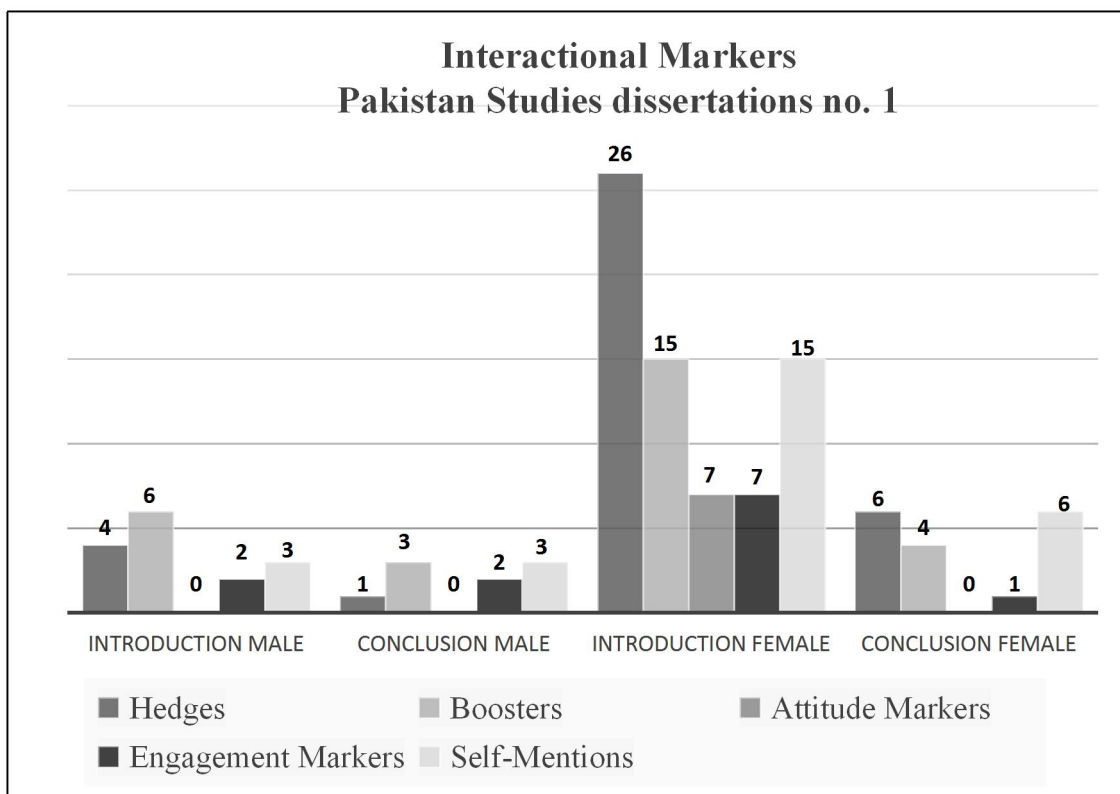

Figure 4.6 Comparisons of Interactional markers in Pakistan Studies dissertations no. 1

4.3.3 Authorial Voice

The graphical representation illustrates that in Pakistan Studies dissertation no. 1, according to textual analysis male used transistors and evidentials among all other markers and female used transistors among all other interactive markers whereas in interpersonal analysis both gender used hedges among all other markers.

Transistors include conjunctions , contrastive phrases, adverbial phrases, additive, causative, consequences are included to help the reader make pragmatic connections and in making links between ideas , these links can be internal to the text but can not be external to the text. They also indicate relationship between clauses. These markers project academic literacy voice. An "imbued with academic literacy voice" is based on making connections between different parts of texts, making distinction between necessary and unnecessary information, knowledge of language usage to hang different parts of text together,distinction between cause and effect material. On the other hand evidentials include references and quotes from other authentic scholarly resources and these markers project authoritative voice in writings. Evidentials are helpful in providing supporting arguments and facts from other reliable sources.Evidentials make authoritative voice. An "authoritative voice" contains accuracy, knowledge, confidence, truthfulness, and authorized information. This voice type has ability of giving reliable data and resources to make your work valid and veritable.In textual analysis, male used evidentials and transistors equally and highest among all other meta-discursive markers in Pakistan Studies dissertation no. 1. The occurrences of evidentials and transistors in introduction section are 6 and in conclusion section are 3. It exhibits that in Pakistan Studies dissertation male used more references from the other texts to establish an authorial command through others' opinion of the subject.Hence, male projected both "authoritative" and "literacy" voices in Pakistan Studies dissertation no. 1.

Female also used transistors highest among all other interactive markers in her education dissertation no. 1 at both (textual and interpersonal level). These markers occurred 29 times in introduction and 12 times in conclusion section. Therefore female signaled more additive elements to express stretches in the discourse and helped readers to interpret the ideas from one section to another to involve readers in the text. She mentioned logical connections between ideas in her dissertation. Hence,

female projected "imbued with academic" voice in the current dissertation of Pakistan Studies no. 1.

On the basis of interpersonal analysis female projected "hesitant voice" and male projected "confident voice". "Hesitant voice" is based on doubtful words, lack of confidence, undecided words, embarrassment, uncertainty situations. Hedges project hesitant voice because it includes uncertain and doubtful phrases. These markers express uncertainty in the text and these are words or phrases which show alternative view point. When the writers have lack of knowledge about the topic or when they are doubtful of their ideas and arguments then they use hedges in their writings. In interpersonal analysis of education dissertation, hedges in female dissertation are highest among all other interpersonal markers. In female dissertation, it occurred 15 times in introduction and 4 times in conclusion. Boosters in male dissertation are highest among all other markers in interpersonal analysis and he projected confident voice. "Confident voice" is based on certainty, knowledge, trustfulness, convinced, assurance, decisiveness, self-asserting words and sentences. Boosters include certainty and strong relationships.These markers are employed when the writer is fully confident on his viewpoint. They are used to express certainty and clarity of the ideas and interpretations of the writer. Boosters are diverse to alternative viewpoints and they strengthen the arguments and writers make their readers to come up on the same conclusions as writer by using these markers. These markers are very important to make dedication in a text while settle up with the respect of the reader. Boosters make "confident voice" so, male projected "confident voice"in Pakistan Studies dissertation no. 1. The occurrences of boosters in introduction section are 6 and in conclusion section are 3.

4.4 Pakistan Studies dissertations no.2

Table 7: Frequencies of Interactive Markers in Pakistan Studies dissertations no.2

This table signifies the overall frequencies of interactive markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in Pakistan Studies dissertations no. 2.

Interactive markers (Textual markers)	Categories of interactive markers in Pakistan Studies dissertations no. 2	Frequencies in introduction		Frequencies in conclusion	
		Male	Female	Male	Female
	Transistors	46	16	8	11
	Frame markers	27	14	9	3
	Evidentials	22	0	1	1
	Endophoric	0	0	0	1
	Code Glosses	5	1	3	1

Table 8: Frequencies of Interactional Markers in Pakistan Studies dissertations no.2

This table signifies the overall frequencies of interactional markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in Pakistan Studies dissertations no. 2.

Interactional markers (Interpersonal markers)	Categories of interactional markers in Pakistan Studies dissertations no. 1	Frequencies in introduction		Frequencies in conclusion	
		Male	Female	Male	Female
	Hedges	31	16	11	2
	Boosters	14	11	4	0
	Attitude markers	6	2	1	0
	Engagement markers	21	7	7	3
	Self-mentions	19	1	5	0

4.4.1 Textual Analysis

According to textual analysis of Pakistan dissertation no. 2, transistors have been used in both dissertations frequently but male used double transistors as compared to female and used more additive elements to help the audience by using logical connectives. The frequency of transistors in female dissertation is 27 and in male dissertation is 54. Transistors are used in highest quantity among all other discursive markers as it was in dissertation no. 1. These markers are very

advantageous in making strong relationship with readers and to build connections and links between ideas. . Therefore, male was the heavy user of transistors in Pakistan Studies dissertation no. 2. According to textual analysis of Pakistan Studies dissertation no. 2, frame markers have been used in both dissertations and male used 36 times and female used 17 times in Pakistan Studies dissertations. The accumulative results show that both genders used frame markers such as reminders , text connectives and topical sequence to guide and to involve readers in their dissertations but male also used double frame markers as transistors than female. It depicts that in dissertation no. 2 male used more sequential material and framed the sequence of information in the text properly and guided readers by connecting different parts of the text. However, female also focused on text segments and reminders in IR dissertation but female used lesser frame markers in Pakistan Studies dissertation no. 2. On the basis of textual analysis, male used more evidentials as compared to female and presented more references from other resources, supportive arguments, representative ideas , facts from other reliable resources to make his writing more productive and authentic. The total frequency of evidentials in male dissertation is 23 and in female dissertation is only 1. These markers are useful in giving examples of authentic sources to make authoritative impression on readers. Male produced authoritative voice by using evidentials or by providing other reliable resources. Female used only 1 time these markers in her dissertation and did not provide other sources of information to make her writing reliable. In Pakistan dissertations no. 2, male are more careful in establishing an authorial command of the subject and in presenting representative ideas. The accumulative results show that male tried to make his dissertation authoritative and had given reliable resources to help the readers in understanding and believing on his ideas. According to textual analysis, female used endophoric references 0 time and male used only 1 time in Pakistan Studies dissertations no. 2. Endophoric references are the least occurring markers in both male and female dissertations. These markers are useful in providing additional content material and for aiding the recovery of their meanings but both genders have not provided additional content material to guide readers through text. In Pakistan Studies dissertations no. 2, code glosses have been used more in male dissertation and less in female dissertation. The frequency of code glosses in male dissertation is 8 and in female dissertation is 2. These markers are used to provide extra information by elaborating what has already said in text and male used more code glosses to elaborate

his ideas more clearly to guide reader properly and to grasp his intended meaning. The accumulative results show that male are more careful in elaborating his ideas and given information in the text. Therefore, in dissertation no. 2, male explained , rephrased and clearly defined his ideas and interpretations according to the readers' knowledge.

4.4.2 Interpersonal Analysis

According to interpersonal analysis, table and graph of Pakistan Studies dissertations no. 2, hedges have been used more in male dissertation and less in female dissertation.These markers show uncertainty and hesitation in the given information and indicating researcher's decision to identify alternative view point. The frequency of hedges in male dissertation is 42 and in female dissertation is 18. It exhibits that male is more hesitant in expressing the truth of affirmation and he is less confident in writing his interpretations.On the other hand, female is less hesitant in expressing her interpretations and ideas in her dissertation. Boosters also have been used more in male dissertation and less in female dissertation. The frequency of boosters in male dissertation is 18 and in female dissertation is 11. It shows that male expressed more commitment of affirmation and more willing to show full satisfaction but still it was very less than hedges in male dissertation. The accumulative results show that both genders used boosters in introduction section frequently where they introduced the topic with full confidence and assurance. According to interpersonal analysis, attitude markers have been used very less in both dissertations. The frequency of attitude markers in male dissertation is 7 and in female dissertation is 2. The accumulative results depict that both genders did not project themselves effectively in their dissertations. The researchers have not expressed their attitudes towards their text productively and have not shown effective attitudes in their dissertations. Male used more engagement markers in Pakistan Studies dissertations no. 2 whereas female used less engagement markers. The frequency of engagement markers in male dissertation is 28 and in female dissertation is 10. It shows that male established the relationship with his readers effectively whereas female did not establish the relationship and did not involve readers in her dissertation effectively. Therefore male has built effective relationship with the readers and guided them properly through these markers. Self-mentions have been used very less in both dissertations. The male researcher used 24 times and female researcher used only 1

time in Pakistan Studies dissertations no. 2. Female has not presented her identity and presence in dissertation. These markers are important in strengthening the researcher's presence and promote solidarity in the text but both female did not present their presence and did not promote solidarity in Pakistan Studies dissertations no. 2. These markers are mostly used in introduction sections to exhibit writer's stance in his research. The accumulative results of interpersonal analysis show that self-mentions are the least occurring markers in female dissertation and attitude markers are least occurring markers in male dissertation.

The figures were also drawn to show the usage of interactive and interactional meta-discursive markers in Pakistan Studies dissertations no. 2. The bars in the graph have plotted horizontally to present the values of markers in sequence composed by male and female. The bar graph is presented below.
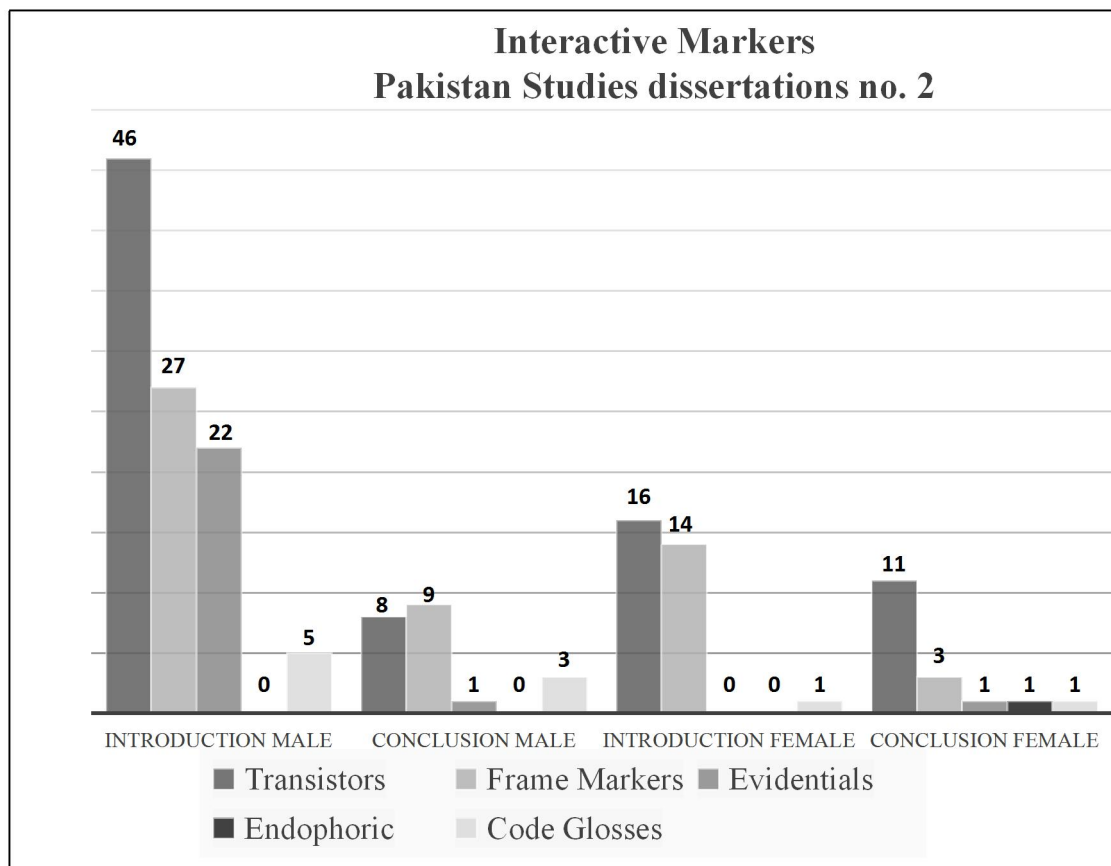
Figure 4.7 Comparisons of Interactive markers in Pakistan Studies dissertations no. 2
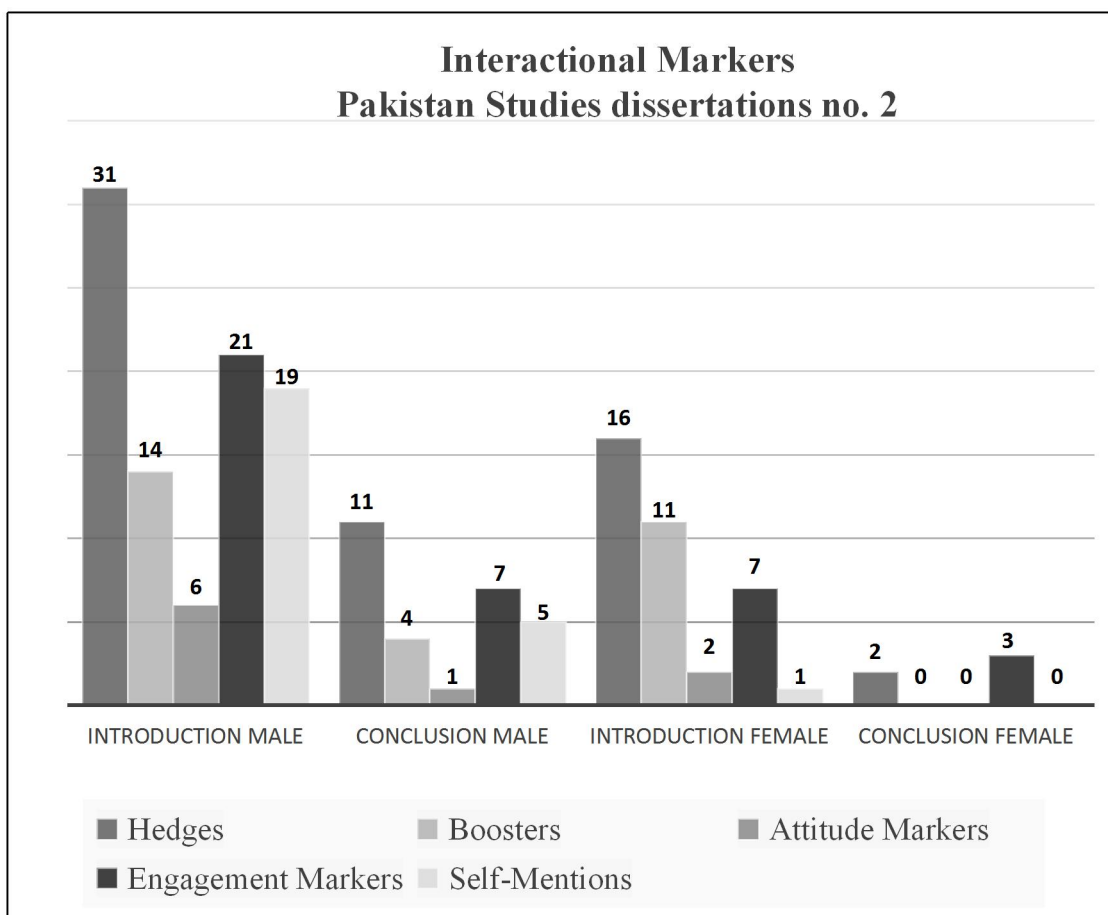
Figure 4.8 Comparisons of Interactional markers in Pakistan Studies dissertations no. 2

4.4.3 Authorial Voice

The graphical representation illustrates that in Pakistan Studies dissertation no. 2, according to textual analysis both male and female used transistors highest among all other markers whereas in interpersonal analysis both gender used hedges highest among all other markers.

An "imbued with academic literacy voice" is based on making connections between different parts of texts, making distinction between necessary and unnecessary information, knowledge of language usage to hang different parts of text together,distinction between cause and effect material. Transistors include conjunctions , contrastive phrases, adverbial phrases, additive, causative, consequences are included to help the reader make pragmatic connections and in making links between ideas , these links can be internal to the text but can not be external to the text. They also indicate relationship between clauses. These markers project "an imbued with academic literacy voice" Both male and female used

transistors highest among all other interactive markers in their education dissertation no. 2 at both (textual and interpersonal level). In IR male dissertation, these markers occurred 46 times in introduction and 8 times in conclusion section whereas in Pakistan Studies female dissertation, transistors occurred 27 times in introduction section and 9 times in conclusion. Therefore both genders signaled more additive elements to express stretches in the discourse and helped readers to interpret the ideas from one section to another to involve readers in the text. They made logical connections between ideas in their dissertations. Hence, both gender male and female projected "imbued with academic" voice in the current dissertation of Pakistan Studies no. 2.

"Hesitant voice" is based on doubtful words, lack of confidence, undecided words, embarrassment, uncertainty situations. Hedges project hesitant voice because it includes uncertain and doubtful phrases. These markers express uncertainty in the text and these are words or phrases which show alternative view point. When the writers have lack of knowledge about the topic or when they are doubtful of their ideas and arguments then they use hedges in their writings. In interpersonal analysis of Pakistan Studies dissertation, hedges in both male and female dissertation are highest among all other interpersonal markers. In male dissertation, it occurred 31 times in introduction and 11 times in conclusion and in female dissertation it occurred 16 times in introduction and 2 times in conclusion. So according to interpersonal analysis, both male and female projected hesitant voices in their dissertations.

Dissertations of International Relations Department

4.5 International Relations dissertations no. 1

Table 9: Frequencies of Interactive Markers in IR dissertations no.1

This table signifies the overall frequencies of interactive markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in IR dissertations no. 1.

	Categories of interactive markers in IR dissertation no. 1	Frequencies in introduction		Frequencies in conclusion	
Interactive markers **(Textual markers)**		Male	Female	Male	Female
	Transistors	22	24	29	51
	Frame markers	20	3	11	21
	Evidentials	9	16	6	17
	Endophoric	0	0	0	2
	Code Glosses	7	1	5	5

Table 10: Frequencies of Interactional Markers in IR dissertations no.1

This table signifies the overall frequencies of interactional markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in IR dissertations no. 1.

	Categories of interactional markers in IR dissertation no. 1	Frequencies in introduction		Frequencies in conclusion	
Interactional markers **(Interpersonal markers)**		Male	Female	Male	Female
	Hedges	15	7	10	25
	Boosters	9	7	9	6
	Attitude markers	2	1	1	3
	Engagement markers	5	2	10	5
	Self-mentions	3	1	1	0

4.5.1 Textual Analysis

In IR dissertations no. 1, transistors have been used in both dissertations frequently but female used more transistors as compared to male and use additive elements to involve audience by using logical connectives. These markers are very helpful in creating relationship with readers and to show connections and links between ideas. Female used 75 transistors and male used 51 transistors in IR dissertation no. 1. Transistors are used in highest quantity among all other discursive

markers in female dissertation. Therefore, female are the heavy users of transistors in research papers. According to textual analysis of IR dissertation no. 1, frame markers have been used in both dissertations and male used 31 times and female used 25 times in their dissertations. It depicts that male used more sequential material and framed the sequence of information in the text properly and guided readers by connecting different parts of the text. Female also focused on text segments and reminders in IR dissertation. The accumulative results show that both genders used frame markers such as reminders , text connectives and topicalizers to guide reader and to involve readers in their dissertations. In IR dissertations no. 1, female used more evidentials as compared to male and presented more references from other resources, supportive arguments, representative ideas , facts from other reliable resources to make her writing more productive and authentic. These markers are helpful in giving examples of authentic sources to make authoritative impression on readers. The total frequency of evidentials in male dissertation is 15 and in female dissertation is 33.In IR dissertations no. 2, female are more careful in establishing an authorial command of the subject and in presenting representative ideas. In IR dissertations no. 1, female are more careful in establishing an authorial command of the subject and in presenting representative ideas. The accumulative results show that both genders tried to make their dissertations authoritative and had given reliable resources to help their readers in understanding and believing on their ideas. According to textual analysis, endophoric references are the least occurring markers in both male and female dissertations. Female used these markers only 2 times and male used 0 times in IR dissertations no. 1. These markers are helpful in providing additional content material and for aiding the recovery of their meanings. In IR dissertations no. 1, code glosses have been used more in male dissertation and less in female dissertation. The frequency of code glosses in male dissertation is 12 and in female dissertation is 6. These markers are used to provide extra information by elaborating what has already said in text and male used more code glosses to elaborate his ideas more clearly to guide reader properly and to grasp his intended meaning. Male explained and defined clearly his ideas and interpretations according to the readers' knowledge.

4.5.2 Interpersonal Analysis

According to interpersonal analysis of IR dissertations no. 1, hedges have been used more in female dissertation and less in male dissertation.The frequency of hedges in male dissertation is 25 and in female dissertation is 32. It exhibits that female is uncertain in expressing the truth of affirmation and she is less confident in writing her interpretations. These markers show uncertainty and hesitation in the given information and indicating researcher's decision to identify alternative view point. Although, male is less hesitant in expressing his interpretations and ideas in her IR dissertation no. 1. Boosters have been used more in male dissertation and less in male dissertation. It shows that male expressed more commitment of affirmation and willing to show full satisfaction. The frequency of boosters in male dissertation is 18 and in female dissertation is 13. The accumulative results show that male used boosters equally in both sections 9 in introduction and 9 in conclusion whereas female almost used equivalents boosters in both sections 7 in introduction and 6 in conclusion. It shows that male was equally confident at the start and at the end in expressing and explaining his view point. According to interpersonal analysis, attitude markers have been used very less in both dissertations. The frequency of attitude markers in male dissertation is 3 and in female dissertation is 4. The accumulative results depict that both genders did not project themselves effectively in their dissertations. The researchers have not expressed their attitudes towards their text productively and have not shown effective attitudes in their dissertations. Male used more engagement markers in IR dissertations no. 1 whereas female used less engagement markers. It shows that male established the relationship with his readers effectively whereas female did not establish the relationship and did not involve readers in her dissertation effectively. The frequency of engagement markers in male dissertation is 15 and in female dissertation is 7.Therefore male has built effective relationship with the readers and guided them properly through these markers. Self-mentions have been used very less in both dissertations. The male researcher used 4 times and female researcher used only 1 time in IR dissertations no. 1. Male presented his identity and presence in introduction section where researchers introduce the topic and their identity to build rapport with the audience. These markers are important in strengthening the researcher's presence and promote solidarity in the text but both genders used these markers very less in IR dissertations. These markers are mostly

used in introduction sections to exhibit writer's stance in his research. The accumulative results of interpersonal analysis show that these are the least occurring markers in IR dissertations.

The figures were also drawn to show the usage of interactive and interactional meta-discursive markers in IR dissertations no. 1. The bars in the graph have plotted horizontally to present the values of markers in sequence composed by male and female. The bar graph is presented below.
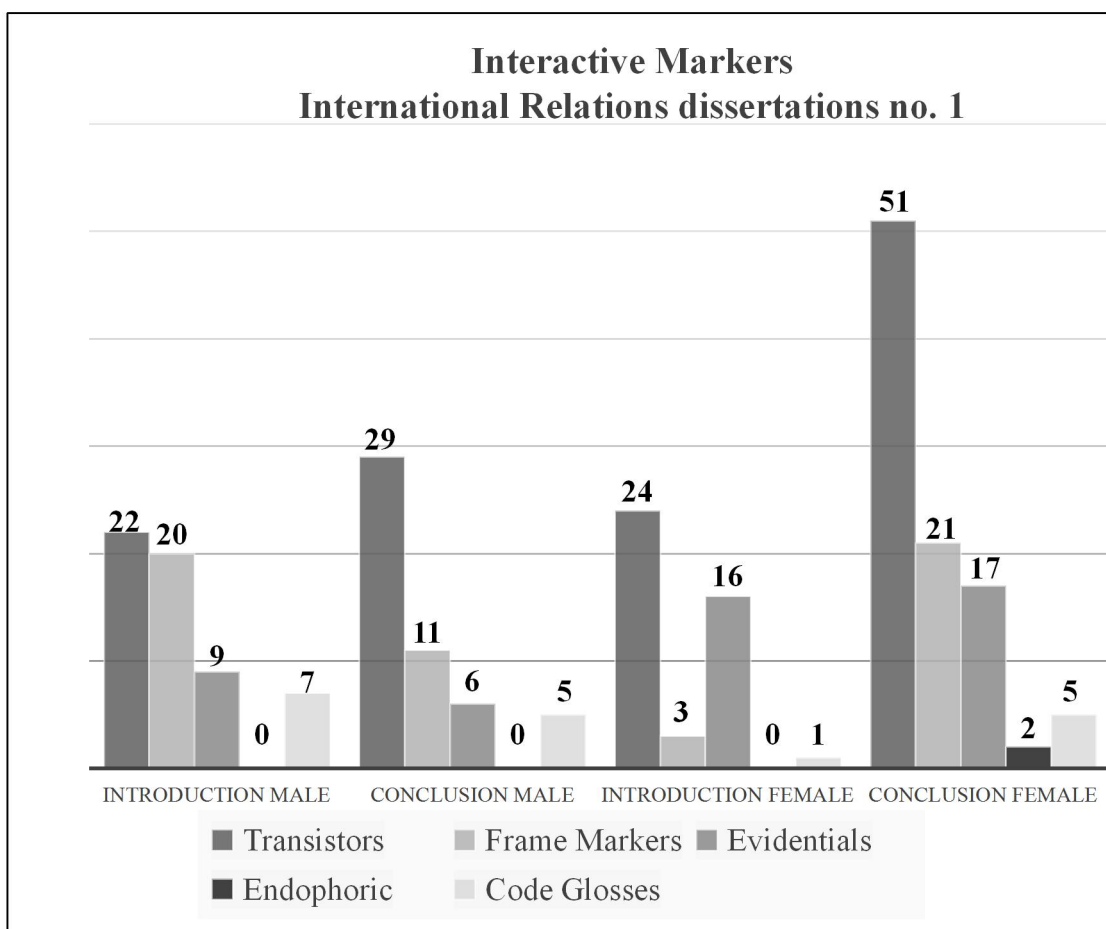
Figure 4.9 Comparisons of Interactive markers in IR dissertations no. 1
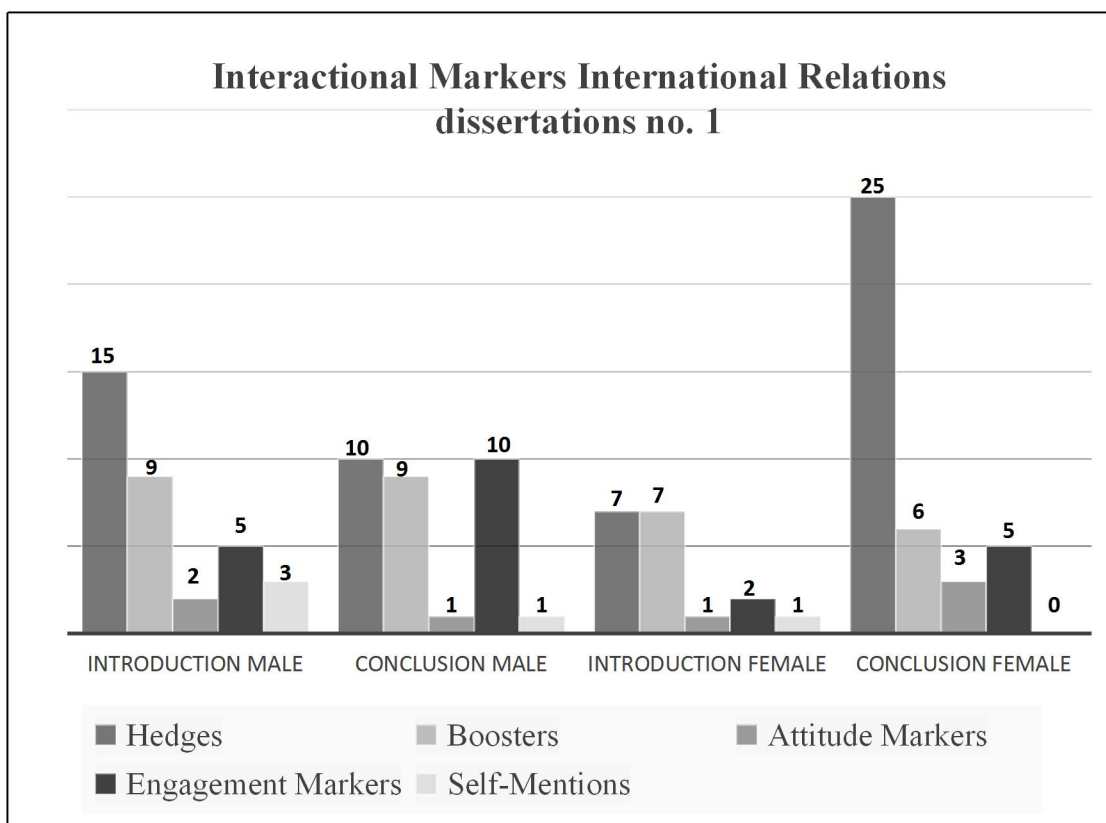
Figure 4.10 Comparisons of Interactional markers in IR dissertations no. 1

4.5.3 Authorial Voice

The graphical representation illustrates that in IR dissertation no. 1, according to textual analysis male used transistors highest among all other markers and female also used transistors among all other markers whereas in interpersonal analysis both gender used hedges highest among all other markers.

An "imbued with academic literacy voice" is based on making connections between different parts of texts, making distinction between necessary and unnecessary information, knowledge of language usage to hang different parts of text together,distinction   between cause and effect material. Transistors include conjunctions , contrastive phrases, adverbial phrases, additive, causative, consequences are included to help the reader make pragmatic connections and in making links between ideas , these links can be internal to the text but can not be external to the text. They also indicate relationship between clauses. These markers project "an imbued with academic literacy voice" Both male and female used transistors highest among all other interactive markers in their education dissertation no. 1 at both (textual and interpersonal level). In IR male dissertation, these markers occurred 22 times in introduction and 29 times in conclusion section whereas in IR

female dissertation, transistors occurred 24 times in introduction section and 51 times in conclusion. Therefore both genders signaled more additive elements to express stretches in the discourse and helped readers to interpret the ideas from one section to another to involve readers in the text. They made logical connections between ideas in their dissertations. Hence, both gender male and female projected "imbued with academic" voice in the current dissertation of IR no. 1.

"Hesitant voice" is based on doubtful words, lack of confidence, undecided words, embarrassment, uncertainty situations. Hedges project hesitant voice because it includes uncertain and doubtful phrases. These markers express uncertainty in the text and these are words or phrases which show alternative view point. When the writers have lack of knowledge about the topic or when they are doubtful of their ideas and arguments then they use hedges in their writings. In interpersonal analysis of IR dissertation, hedges in both male and female dissertation are highest among all other interpersonal markers. In male dissertation, it occurred 15 times in introduction and 10 times in conclusion and in female dissertation it occurred 7 times in introduction and 25 time in conclusion. So according to interpersonal analysis, both male and female projected hesitant voices in their dissertations.

4.6 International Relations dissertations no. 2

Table 11: Frequencies of Interactive Markers in IR dissertations no.2

This table signifies the overall frequencies of interactive markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in IR dissertations no. 2.

	Categories of interactive markers in IR dissertations no. 2	Frequencies in introduction		Frequencies in conclusion	
		Male	Female	Male	Female
Interactive markers **(Textual markers)**	Transistors	25	65	30	8
	Frame markers	7	25	11	3
	Evidentials	42	25	1	3
	Endophoric	1	0	0	0
	Code Glosses	6	11	1	1

Table 12: Frequencies of Interactional Markers in IR dissertations no. 2

This table signifies the overall frequencies of interactional markers both in introduction and conclusion sections used by male and female and also assists in finding the comparisons of both genders and authorial voices in IR dissertations no. 2.

	Categories of interactional markers in IR dissertations no. 2	Frequencies in introduction		Frequencies in conclusion	
Interactional markers **(Interpersonal markers)**		Male	Female	Male	Female
	Hedges	8	14	21	5
	Boosters	18	30	8	3
	Attitude markers	1	4	0	1
	Engagement markers	5	17	7	3
	Self-mentions	0	1	0	0

4.6.1 Textual Analysis

According to textual analysis of IR dissertation no. 2, transistors have been used in both dissertations frequently but female used more transistors as compared to male and used more additive elements to help the audience by using logical connectives. The frequency of transistors in female dissertation is 76 and in male dissertation is 55. These markers are very advantageous in making strong relationship with readers and to build connections and links between ideas. Transistors are used in highest quantity among all other discursive markers as it was in dissertation no. 1. Therefore, female are the heavy users of transistors in IR dissertations. According to textual analysis of IR dissertation no. 2, frame markers have been used in both dissertations and male used 18 times and female used 28 times in their dissertations. The accumulative results show that both genders used frame markers such as reminders , text connectives and topical sequence to guide and to involve readers in their dissertations.It depicts that female used more sequential material and framed the sequence of information in the text properly and guided readers by connecting different parts of the text. However, male also focused on text segments and reminders in IR dissertation but male used lesser frame markers in IR dissertation no. 2. Male used more evidentials as compared to female and presented more references from other resources, supportive arguments, representative ideas , facts from other reliable resources to make her writing more productive and authentic. The total frequency of evidentials in male dissertation is 43 and in female dissertation is 28.

Male produced authoritative voice by using evidentials or by providing other reliable resources. These markers are useful in giving examples of authentic sources to make authoritative impression on readers. Female also used evidentials in her dissertation and provided other sources of information. In IR dissertations no. 2, male are more careful in establishing an authorial command of the subject and in presenting representative ideas. The accumulative results show that both genders tried to make their dissertations authoritative and had given reliable resources to help their readers in understanding and believing on their ideas. According to textual analysis, female used endophoric references 0 time and male used only 1 time in IR dissertations no. 2. Endophoric references are the least occurring markers in both male and female dissertations. These markers are useful in providing additional content material and for aiding the recovery of their meanings but both genders have not provided additional content material to guide readers through text. In IR dissertations no. 2, code glosses have been used more in female dissertation and less in male dissertation. The frequency of code glosses in male dissertation is 7 and in female dissertation is 12. These markers are used to provide extra information by elaborating what has already said in text and female used more code glosses to elaborate her ideas more clearly to guide reader properly and to grasp her intended meaning. The accumulative results show that female are more careful in elaborating the ideas and given information in the text. Therefore, in dissertation no. 2, female explained , rephrased and clearly defined her ideas and interpretations according to the readers' knowledge.

4.6.2 Interpersonal Analysis

In table and graph of interpersonal analysis of IR dissertations no. 2, hedges have been used more in male dissertation and less in female dissertation.These markers show uncertainty and hesitation in the given information and indicating researcher's decision to identify alternative view point. The frequency of hedges in male dissertation is 29 and in female dissertation is 19. It exhibits that male is hesitant in expressing the truth of affirmation and he is less confident in writing his interpretations.On the other hand, female is less hesitant in expressing her interpretations and ideas in her dissertation. Boosters have been used more in female dissertation and less in male dissertation. The frequency of boosters in male dissertation is 26 and in female dissertation is 33. It shows that female expressed more commitment of affirmation and disposed to present full assurance. The accumulative

results show that both genders used boosters in introduction section frequently where they introduced the topic with full confidence and assurance. According to interpersonal analysis, attitude markers have been used very less in both dissertations. The frequency of attitude markers in male dissertation is 1 and in female dissertation is 5. The accumulative results depict that both genders did not project themselves effectively in their dissertations. The researchers have not expressed their attitudes towards their text productively and have not shown effective attitudes in their dissertations.

Female used more engagement markers in IR dissertations no. 2 whereas male used less engagement markers. The frequency of engagement markers in male dissertation is 12 and in female dissertation is 20. It shows that female established the relationship with her readers effectively whereas male did not establish the relationship and did not involve readers in his dissertation effectively. Therefore female has built effective relationship with the readers and guided them properly through these markers. Self-mentions have been used very less in both dissertations. The male researcher used 0 time and female researcher used only 1 time in IR dissertations no. 2. Male has not presented his identity and presence in his dissertation. These markers are important in strengthening the researcher's presence and promote solidarity in the text but both genders did not present their presence and did not promote solidarity in IR dissertations no. 2. These markers are mostly used in introduction sections to exhibit writer's stance in his research. The accumulative results of interpersonal analysis show that attitude markers and self-mentions are the least occurring markers in IR dissertations no. 2.

The figures were also drawn to show the usage of interactive and interactional meta-discursive markers in IR dissertations no. 2. The bars in the graph have plotted horizontally to present the values of markers in sequence composed by male and female. The bar graph is presented below.

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Interactive Markers
International Relations dissertations no. 2

	INTRODUCTION MALE	CONCLUSION MALE	INTRODUCTION FEMALE	CONCLUSION FEMALE
Transistors	25	30	65	8
Frame Markers	7	11	25	3
Evidentials	42	1	25	3
Endophoric	1	0	0	0
Code Glosses	6	1	11	1
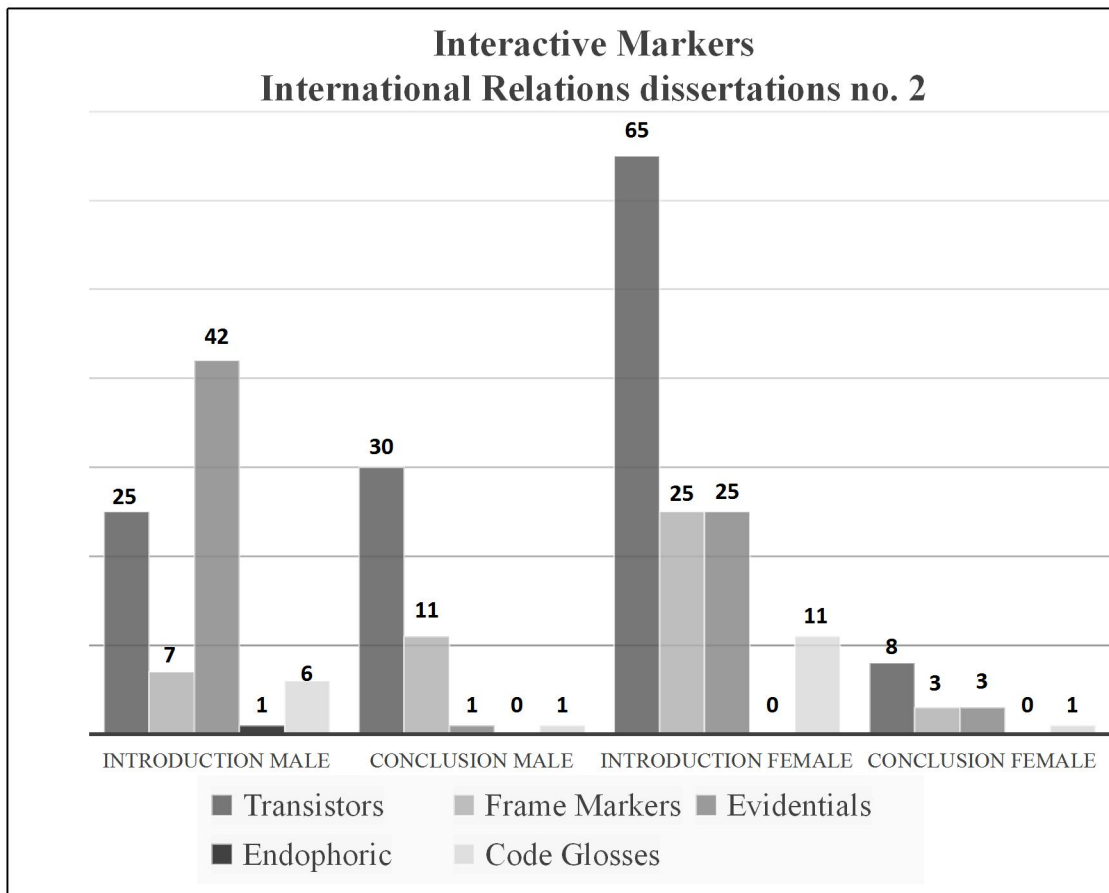
Figure 4.11 Comparisons of Interactive markers in IR dissertations no.2

Interactional Markers
International Relations dissertations no. 2

	INTRODUCTION MALE	CONCLUSION MALE	INTRODUCTION FEMALE	CONCLUSION FEMALE
Hedges	8	21	14	5
Boosters	18	8	30	3
Attitude Markers	1	0	4	1
Engagement Markers	5	7	17	3
Self-Mentions	0	0	1	0
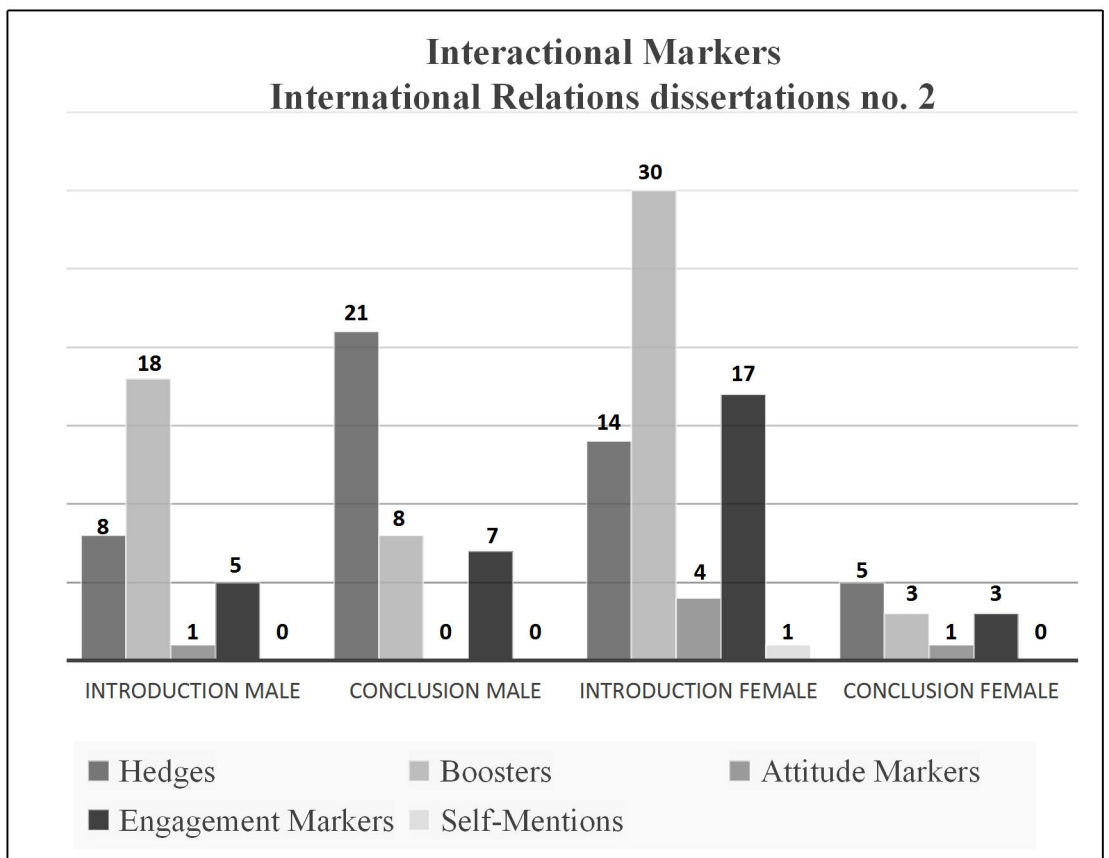
Figure 4.1 Comparisons of Interactional markers in IR dissertations no. 2

4.6.3 Authorial Voice

The graphical representation of IR dissertation no. 2 illustrates that in IR dissertation no. 2, according to textual analysis both male and female used transistors highest among all other markers whereas in interpersonal analysis female used hedges among all other markers and male used boosters highest among all.

In IR dissertation no. 2, transistors occurred 25 times in introduction and 30 times in conclusion section in male dissertation on the other hand, it occurred 65 times in introduction and 8 times in conclusion.Therefore both male and female signaled additive elements to express stretches in the discourse and helped readers to interpret the ideas from one section to another to involve readers in the text. They have also given logical connections between ideas in her dissertation.Imbued with academic voice is made up of distinction between necessary and unnecessary information, knowledge of language usage to hang different parts of text together, create connections between different parts of texts etc.Transistors include conjunctions , contrastive phrases, adverbial phrases, additive, causative, consequences are included to help the reader make pragmatic connections and in making links between ideas , these links can be internal to the text but can not be external to the text. They also indicate relationship between clauses. These markers project "an imbued with academic literacy voice". Therefore, both male and female projected "imbued with academic literacy voice" by using transistors highest among all other markers at both (textual and interpersonal level) in IR dissertation no. 2.

On the basis of interpersonal analysis, male used hedges highest among all and female used boosters highest among all. In interpersonal analysis of IR dissertation no. 2, male used hedges 8 times in introduction and 21 times in conclusion section. Hedges project hesitant voice because it includes uncertain and doubtful phrases. These markers express uncertainty in the text and these are words or phrases which show alternative view point. When the writers have lack of knowledge about the topic or when they are doubtful of their ideas and arguments then they use hedges in their writings. These markers give information in the text but the information is given as opinion rather than fact. The writers present their opinion in the text but they do not clearly justify their information as fact. "Hesitant voice" is based on doubtful words, lack of confidence, undecided words, embarrassment, uncertainty situations. So

according to interpersonal analysis male projected "hesitant voices" in IR dissertation no.2.

According to interpersonal analysis, female used boosters 30 times in introduction section and 3 times in conclusion section. Boosters include certainty and strong relationships.These markers are employed when the writer is fully confident on his viewpoint. They are used to express certainty and clarity of the ideas and interpretations of the writer. Boosters are diverse to alternative viewpoints and they strengthen the arguments and writers make their readers to come up on the same conclusions as writer by using these markers. These markers are very important to make dedication in a text while settle up with the respect of the reader. "Confident voice" is based on certainty, knowledge, trustfulness, convinced, assurance, decisiveness, self-asserting words and sentences therefore boosters make "confident voice" and in female IR dissertation no. 2, female projected "confident voice" because she used boosters highest among all other interpersonal markers.

4.7 Gender comparisons of authorial voices in Education, Pakistan Studies and International Relations

Education

Every individual has unique style of writing and it is based on person's abilities such as cognitive abilities and linguistic abilities. Some other factors such as age, gender, knowledge, interest and anxiety effect on writings. Gender differences occur in projecting authorial voices in writings.

By comparing males and females voices using meta-discursive markers, both genders have used textual markers in higher quantity than interpersonal markers but there is a huge gender difference in projecting authorial voices in Education dissertations. Both males have used authoritative voices in their dissertations whereas one female has used imbued with academic voice in one dissertation and the other female has projected hesitant voice in other dissertation. Therefore, differences occurred not only in projecting voices across genders but also occurred within same genders in Education dissertations. However, both males used same voices in their dissertations whereas both female used different voices in their dissertations. On the basis of current analysis, we can say that males used similar voices but females projected different voices in Education dissertations.

Male have used more references from other reliable resources to make their researchers valid and fruitful. However, female used more additive elements to guide her readers in 1st dissertation while other female used more hedges and exhibited less confident on her views. If the researcher does not convey the message with full confidence in the text then how he/she can expect readers' full concentration on it. Males produced evidences and made their writings effective and productive.

Females are more interactive with their readers in their writings because they used meta-discursive markers in higher quantity at both textual level. It means females guided the readers more effectively and created relationship with readers in their writings. They provided connections between ideas and explained the given information properly to their readers through the text whereas males are more informative and they used more sources of information and guided their readers about the subject knowledge and made their writings valid and true. Although the overall frequency of meta-discursive markers is lesser than females at both levels. On the other hand, they provided more reliable resources to make their writings trustworthy. Both males provided affirmations and authentications of their ideas and interpretations. So, these differences projected different authorial voices in Education dissertations.

Pakistan Studies

Male and female both are part of one human species but they have different manner of speaking, interacting with others and choosing topics for conversations.

In both males' dissertations, both textual and interpersonal markers have been used almost equal. In one dissertation, male has used very less quantity of meta-discursive markers at both levels while in other, male used meta-discursive in higher quantity at both levels. Both males used almost equivalent meta-discursive markers at textual and interpersonal levels in both dissertations whereas both females used more meta-discursive markers at textual levels and less at interpersonal levels. It exhibits that both males used same strategies of guiding and involving their readers in the text and both females also used same styles of writings and guided their readers more effectively and helped them through their writing styles. The differences only occurred in across genders not within same genders by using these markers. The current analysis of Pakistan Studies shows that one male used less markers than

female and the other male used more markers than female. It means there is no specific criteria of using these markers in Pakistan Studies.

In Pakistan Studies, one male has projected more than one voice in his dissertation such as authoritative, confident and imbued with academic voice because he has used three meta-discursive markers in equal quantity. It depicts that male imparted and demonstrated expertise with full confidence in his dissertation. While, the other male projected only "imbued with academic voice". On the other hand, both females projected imbued with academic voice in their dissertations. It proves that in Pakistan Studies, female guided their readers properly by making connections between ideas.

Both genders are interactive in Pakistan Studies because all have used additive elements in higher quantity and used longer sentences by using adverbial phrases, causative phrases and conjunctions etc. They made interactive relationships with their readers and guided them properly through text by constructing their literary work. There is no particular dissimilarity betwixt male and female ways of expressing their ideas and interpretations to guide their readers in their dissertations.

International Relations

According to some psychological observations, female communicate to make social interactions and relationships with others and male communicate to employ dominance and to get palpable outcomes.

By comparing males and females voices using meta-discursive markers, both genders have used textual markers in higher quantity than interpersonal markers. The interesting thing about IR dissertations is that, all researchers projected similar voices in their dissertations. There is no difference in projecting authorial voice within both genders. In IR dissertations, both males and females projected "academic voices" by linking ideas and by using textual markers in higher quantity. The accumulative analysis shows that all researchers properly guided and helped their readers through the text by making connections between ideas and by providing them evidences from other texts and by rephrasing the given information to make it easier for readers.

According to current analysis, both males and females are interactive with their readers in their dissertations because they used meta-discursive markers in higher quantity at textual level. It means both genders guided the readers more

effectively and created relationship with readers in their writings. They provided connections between ideas and explained the given information properly to their readers through the text. Both genders created relationships with their readers and helped them by providing references from other texts, providing items of sequences, providing great cohesion between paragraphs, giving additional information and by restating the given information to make their ideas understandable.

4.8 Discussion

In Education, both males used same voices whereas both female used different voices in their MPhil dissertations. On the basis of current analysis, we can say that males used similar voices because they used more references from other reliable resources to make their researchers valid and fruitful. However, females projected different voices and one female used more additive elements to guide her readers in dissertation while other female used more hedges and exhibited less confident on her views.

In Pakistan Studies, one male has projected more than one voice in his dissertation such as authoritative, confident and imbued with academic voice because he has used three meta-discursive markers in equal quantity.While, the other male projected only "imbued with academic voice". On the other hand, both females projected imbued with academic voice in their dissertations. It proves that in Pakistan Studies, female guided their readers properly by making connections between ideas.

The interesting thing about IR dissertations is that, all researchers projected similar voices in their dissertations. There is no difference in projecting authorial voices within both genders. In IR dissertations, both males and females projected "academic voices" by linking ideas and by using textual markers in higher quantity.

The gender differences occurred within one discipline as well as across disciplines in projecting authorial voices in three discipline of social sciences. We can not say that all male researchers use same voices and all female researchers use same voices in writing dissertations at MPhil level. The frequencies of meta discursive markers are not equal in different discipline of social sciences. Some researchers use more markers to involve the readers in the text and some researchers use less meta discursive markers to guide and assist their readers in the text.

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This research was set to analyze author's voice in academic dissertation through meta-discursive markers in social sciences.

5.1 Findings

The findings of this research are following as:

5.1.1 Education

- After the textual and interpersonal analysis of both males and females of Education dissertations, it was found that meta-discursive markers were embedded in their writings.

- Both males helped their readers by providing evidentials in the highest quantity whereas one female used transistors and the other used hedges in the highest quantity in Education dissertations.

- Both males projected "authoritative voice" and presented accuracy, authorized information and reliable data to guide readers and helped them by providing references and quotes of other scholarly work. Whereas one female projected "imbued with academic voice" by making links between ideas and the other female projected "hesitant" voice by showing uncertainty.

- Females also used evidentials in their dissertations and provided other valid resources to make their dissertations accurate but they used very less evidentials . On the other hand, males used transistors lesser than females. They also made connections between ideas and made longer sentences by utilizing transistors and helped their readers in their dissertations.

- In interpersonal analysis, "hedges" have been used in all dissertations but females used more hedges than males and these results depicted that female were more hesitant in presenting their ideas than male. On the other hand, boosters have been used equivalent by both genders.

- Females used more engagement markers and frame markers than male. The overall frequencies showed that female also used more meta-discursive markers

in Education dissertations than male. Females engaged readers and created relationship with the readers more effectively. They also provided content limits to the readers by leading the way to them through the written text.

- Endophoric references were found the slightest quantity among all markers in dissertations of Education written by both genders.

- Interactive markers have been used more than interactional markers in all four dissertations of Education written by both genders.

5.1.2 Pakistan Studies

- After the analysis of Pakistan Studies, the result was found that meta-discursive markers had also been embedded in it but in very less quantity in both males and females academic dissertations as compared to other two disciplines.

- One male produced more than one voices such as "authoritative, imbued with academic and confident" and one male had projected only "imbued with academic voice". It shows that both males used additive elements and created links between ideas. whereas both females projected same voices "imbued with academic" in Pakistan Studies.

- The overall frequencies of meta-discursive markers showed that both genders utilized almost equal meta-discursive markers in Pakistan Studies dissertations. Both males and females provided great cohesion between paragraphs and signaled additive elements by connecting their ideas.Transistors had been used in the highest quantity in all dissertations except one male dissertation because he used equal transistors, evidentials and boosters in his dissertation.

- The interpersonal results presented that hesitation and confidence levels are equal in both males' and females' dissertations. One male and female used hedges the highest quantity in interactional markers and one male and female used boosters the highest quantity in interpersonal markers. It showed that both male and female were equal in presenting their ideas. The accumulative results had shown similarities in both genders.

- Endophoric references were found the least among all other markers in Pakistan Studies dissertations written by both genders. Attitude markers were also found in very less quantity in all dissertations. Although frame markers and engagement

markers were found higher in one male and one female dissertations. There is no specified difference betwixt both genders.

- Interactive markers have been used more than interactional markers in all four dissertations written by both genders.

5.1.3 International Relations

- It was found that meta-discursive markers were embedded in both males and females dissertations on the basis of textual and interpersonal analysis in IR dissertations.

- The results showed an interesting fact that all researchers had projected same voice "imbued with academic" in their IR dissertations and all researchers had used interactive markers higher than interactional.

- It had shown that all researchers were interactive with their readers and helped them effectively and also created relationships with them and helped them by providing references from other texts, providing items of sequences, providing great cohesion between paragraphs, giving additional information and by restating the given information to make it easier.

- Frame markers were also found higher in one male and one female dissertations as similar to engagement markers. We can not say that males used more engagement marker and frame markers or females used less engagements markers and frame markers in IR.

- Endophoric references were found the least among all other markers in International Relationship dissertations written by both genders. Self-mentions were also found in very less quantity in all dissertations.

- Hedges have been used in higher quantity on the basis of interpersonal analysis in three dissertations of IR whereas in one female dissertation, boosters have been used the highest among all other markers. The accumulative results showed that in IR both genders projected almost similar voices and they have utilized these markers almost equal in their dissertations. There is no specified difference in males' and females' strategies of projecting authorial voices through these markers in dissertations.

Hence, in all disciplines (Education, Pakistan Studies and International Relations) all researchers used more interactive markers and established relationship with their readers. Therefore, textual meta-discursive markers had been used in higher quantity than interpersonal markers. Researchers had guided their readers productively and helped them to understand their interpretations and ideas.

There are some pedagogical implications for writers, journal authorities, journal editors, teachers, students, researchers, educators of ESP/EAP/EMP, publishers working in English language area and syllabus designers in the findings of this research. It is worth expressing in Pakistan, as it non-native country of English language, English is taught in every department at every level like in universities, schools, colleges and for specific purposes such as communication, biology, medicine, business meeting, administrations, reading novel, articles, journals and newspapers and writing dissertations, these meta-discursive markers are very impressive and significant. The results are helpful for teachers in teaching these markers at different levels to prepare students to make their writings interesting and guide their readers properly through markers. Text in the written form remains in documentary format is one of the main skill of language. Writers can involve their readers through the selection of these markers and these expressions and phrases are inserted in the text by the writers. In research articles or any written discourse, the author can easily convey difficult issues by guiding his readers through these markers. So, the teachers and educators can teach these markers to make their writings effective.

Meta-discursive markers are beneficial for syllabus designers because they can train their students according to the choice and acceptance of discourse community and spread awareness about the courses by guiding them in the text. The results can be beneficial for editors and authorities involved in article publication, as the findings may familiarize them with the remarkable role of these markers in the construction of qualified texts and oblige them to regard their accurate utilization in the academic discourse.

5.2 Conclusion

The focus of the research was based on two research objectives. It was conducted on authorial voices through textual and interpersonal analysis of the academic dissertations of M-Phil Education, Pakistan Studies and International

Relations in the light of interpersonal meta-discursive markers by Hyland (2005). The conclusion of the results is based on research objectives and the first objective was:

● To explore the differences and frequencies of interactional and interactive meta-discursive markers used by both genders to constitute their authorial voice in dissertations of social sciences.

The different interactive and interpersonal markers were used in all three disciplines but their frequencies were different in every discipline. Both genders used these markers differently in their dissertations. All markers were embedded in all disciplines of social sciences but variations found in their frequencies. Females in all disciplines used meta-discursive markers in higher quantity than males. It showed that females are more interactive and make relationship with their readers. The textual markers were used in higher quantity in all dissertations by both genders.

Males used more evidentials in their dissertations to make their work more reliable and authentic. Evidentials are the most advantageous markers in which include reference from other texts and these makers make their writings certifiable.These markers are also used to show the seriousness of the writer about the topic that how much he has read the other texts and how much he has known the expectations of his readers. Other markers are also very important in dome texts and these should be taught to students for helping them to make their writings convincing and decisive.

On the other hand, females used more transistors in their dissertations by making connections between ideas. Females used more additive elements, conjunctions , contrastive phrases, adverbial phrases, causative, consequences etc to make pragmatic connections and links between ideas They added extra information to lead the way for readers to engage in the text. The accumulative results displayed that females used more engagement markers in their dissertations.

In Education, males projected totally different voices in their dissertations as compared to female, in Pakistan studies, the authorial voices were neither not totally similar nor too different while in IR, both males and females projected same voices in their dissertations. Male produced more evidences than females. However, both males and females used more additive elements the highest among all and made relationship with their readers.

The meta-discursive markers have been used in the highest quantity in Education dissertations, lesser in IR dissertations and least in Pakistan Studies. In Pakistan studies both genders used very less markers and one reason could be its content because in Pakistan Studies, the content was based on historical issues so the researchers used very less markers and just explained the history. Dates have been used in the highest quantity in Pakistan Studies as compared to other disciplines.So according to this present study we can say that variations in utilizing meta-discursive markers depend on content, disciplines and genders. There was no specified difference in projected authorial voices by male and female in IR dissertations but the differences occurred across disciplines. Although, variations found in frequencies of markers in both genders.

One discipline exhibited differences in males' and females' voices, one discipline demonstrated similarities in males' and females' voices and one discipline displayed both similarities and differences in authorial voices projected by male and female. It was also cross-disciplinary difference betwixt Education, International Relations and Pakistan Studies. The differences were found in genders as well as in background communities, values and beliefs of all disciplines.

The second objective was:

- To analyze the different strategies of applying meta-discursive markers by both genders to represent their authorial voice in academic discourse.

The accumulative results of all disciplines show that in textual analysis male had used more evidentials than female and female had used more transistors than male whereas in interpersonal analysis male had used more boosters than females and females had used more hedges and engagement markers than male. Transistors have been used in the highest quantity among all other markers in overall frequencies.

In Education dissertations, males used same strategy to guide their readers and females used same strategy to help their readers.There was a huge difference in both genders by using strategies of projecting their authorial voices in their academic dissertations. Male used more affirmations and authentications while females used more additional information and connections between ideas. On the other hand, in IR dissertations, both genders followed same strategy to guide and involve their readers in their work. Both genders projected same voices and guided their readers by making connections between ideas. All researchers of IR, projected similar authorial voices

and used transistors the highest among all which depicts the similarity in male and female voices in IR. We can say that in IR, both genders project same voices, the variations only occurred in frequencies of textual and interpersonal markers.

In Pakistan Studies, females used same strategy of guiding their readers whereas one male used same strategy and other used different strategy of helping his readers and making relationship with them. There was similarity within one gender whereas differences in across-gender voices. In Pakistan Studies, researchers used very less meta-discursive markers in their dissertations and the use of meta-discourse markers may be an important way to improve their writing skills.

The results showed that there was a meaningful difference in projecting authorial voices by male and female from discipline to discipline. Moreover, the textual meta-discursive markers were used more prevalent in all disciplines by both male and female. However, in Education and Pakistan Studies both male and female have differences in projecting their voices but in IR both genders used same strategies in projecting their voices to involve and guide their readers in their dissertations. It exhibits that there is no differences between male and female in using meta-discursive markers and involving readers in their text.

According to some observations, females are more conscious in making relationships with their readers and in this research males of Education , International Relationship and Pakistan Studies have also used more interactive markers.

Endophoric references have been used the least and transistors have been used the highest among all other markers in all dissertations. The accumulative results showed that woman used transistors in larger amount, they should use more evidentials to make their writings more authentic and to engage readers with full evidences. Females used hedges in the highest amount they should avoid hedges and use boosters to project confident voice in writings because boosters show confidence about the topic. Attitude markers and self-mentions were also used in very less amount. If the researchers want to make rapport with their audience, he/she must use self-mentions and attitude markers to present their identity in the text.

 The accumulative results of all disciplines showed that variations was not depended on genders only but it was also occurred within and across disciplines. The reasons of variations were based on context as well as genders. The strategies of using meta discursive markers were also different across disciplines as well as genders.

5.2.2 Metadiscursive Markers in Academic Writings

All meta-discursive markers are used in academic writings to help their readers in the text but some of them are good for effective writings and some of them are not appropriate all the time.

<u>Markers that should be used in academic writings</u>

"Frame markers" are very helpful to guide the readers in academic writings because these markers show text stages , topic shifting, framing, discourse goals and text boundaries. They show sequence in the text and facilitate reader through stages. They are used for announcing goals and also guide the readers through different steps. So, these markers should be used in the text to make the writings fruitful.

"Endophoric references" are also useful to guide the readers in academic writings. The references are given from the same text but from other chunks of the text. They are not used for extensions of the sentences like transitional markers but they provide information in several parts of the text and especially use for providing extra material to the reader, to elaborate the ideas and to get better understanding of the text. These markers should be used in academic writings.

"Evidentials" are very beneficial for academic writings to make the work authentic. These markers should be used in academic writings. In evidentials markers, the writers use references from other text of some other scholars, articles and authority to support his argument and these markers provide support to the text. They are used for accommodating others' ideas and experiences for the readers to get extra information from other text and more understanding about the topic from some authentic resources.

"Code glosses" should be used in academic writings because these markers make the writings effectual.These markers are used for restating what has been already said in the text. They are used to make sure that the readers get the intended meaning and to convince the reader to get appropriate meaning of the text. The writers use these markers for embellishment of their writings.

"Boosters" should also be used in academic writings because they are very important to involve the readers in the text. They show certainty, make dedication, strong relationships, clarity of the ideas, and full confident on writer's viewpoint. They strengthen the arguments and writers make their readers to come up on the same

conclusions as writer, by using these markers. The writers use these markers confidently to persuade their readers.

"Engagement markers" are very important because these markers are especially used to engage and to attract the audiences in academic writings. These markers directly address the reader's attention and expectations as discourse participants. So, these markers should be used in academic writings.

Markers that should not be used in academic writings

"Hedges" are not good for successful writings because they show doubtful words, lack of confidence, undecided words, embarrassment, uncertainty situations towards the writer's viewpoint. When the writers have lack of knowledge about the topic or when they are doubtful of their ideas and arguments then how they would be able to involve the readers in the text properly. These markers give information in the text but the information is given as opinion rather than fact. So, the excessive use of hedges in writings can make the writings ineffective. The writers present their opinion in the text but they do not clearly justify their information as fact.So, in academic writings, we should avoid excessive use of hedges in academic writings.

"Self mentions" are also not good to engage the readers such as first person pronoun and possessive adjectives. These markers facilitate in constructing author's identity and demonstrate author's presence in the text and also show degree of confidence for the author. The overuse use of these markers express author's subjectivity and less formal in writings. So, the excessive use of these markers can also make the academic writings informal and unproductive for the readers.

"Attitude markers" are used to show writer's feelings and expressions toward the text but sometimes it creates bad impressions towards the readers.These markers pertains statements which reflects author's position towards reader and contentment in the text. They convey the message given by author in the written text and to reveal his ideas and opinion. So, the excessive use of attitude markers can make the academic writings fruitless.The writers should avoid excessive use of these markers and should come to the main point to make the writing successful.

Sometimes, longer sentences are boring and create bad impression towards the readers. "Transitional markers" are used for extension of an argument or add some extra information in the sentences in which include conjunctions , contrastive phrases, adverbial phrases, additive, causative, consequences to make pragmatic connections

between the writer and the reader. So, the excessive use of these markers can make the writings ineffective.

5.3 Recommendations

The current research topic can be investigated further by other scholars in future. The suggestions for future researches are as follows:

1. Model of meta-discursive markers can be applied on other disciplines of social sciences or other sciences to analyze authorial voices in their writings. It can also be used authorial voices in other sections of dissertations other than introduction and conclusion.

2. Different levels of education such as primary, matriculation, intermediate bachelors and masters may be researched while using the other interpersonal models or other voice typologies in written discourse.

3. Same study can be done on more than four dissertations in each discipline or on only one discipline of social sciences by taking more than ten dissertations.

4. Meta-discursive markers may be researched on Urdu language to know that what kind of meta-discursive markers are used in Urdu language to make your writings productive.

5. Comparisons of Literature and Linguistics may be researched to find authorial voices by using Hyland's model of meta discursive markers.

6. Other theories and models can also be applied to find authorial voices in dissertations to compare social sciences with pure sciences.

7. Evidentials for guiding readers and engagement markers for involving readers in text, can be investigated in articles , books and essay writings at different levels of educations.

8. Meta-discursive markers can be investigated in business communication that how they convey their messages effectively to sell their items by using these markers.

9. In this study, the impact of cultural background and language of Education, Pakistan Studies and IR were ignored so, these factors can also be dealt in analysis of meta-discursive markers in projecting authorial voices.

10. Attitude markers can be investigated in spoken communications of different situations to check the speaker's attitude / opinion in the context such as presidential speeches, commentaries on different topics, lectures etc

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APPENDICES

Appendix A

"Hyland's (2005) interpersonal model of meta-discourse"

<u>Category</u>	<u>Function</u>	<u>Examples</u>
<u>**Interactive**</u>	<u>**"Help to guide the reader through the text"**</u>	<u>**Resources**</u>
1. Transitions	express relations between main clauses	In addition; but; thus; and
2. Frame markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
3. Endophoric markers	refer to information in other parts of the text	noted above; see figure; in section 2
4. Evidentials	refer to information from other texts	texts according to X; Z states
5. Code glosses	elaborate propositional meaning	namely; e.g.; such as; in other words
<u>**Interactional**</u>	<u>**"Involve the reader in the text"**</u>	<u>**Resources**</u>
1. Hedges	withhold commitment and open dialogue	might; perhaps; possible; about
2. Boosters	emphasize certainty and close dialogue	In fact; definitely; it is clear that
3. Attitude markers	expresses researchers' attitude to proposition	unfortunately; I agree; surprisingly
4. Self-mentions	explicit reference to researcher(s)	I; we; my; me; our
5. Engagement markers	explicitly build relationship with reader	consider; note; you can see that

Appendix B

Ivanic and Camps' Voice Types:

Ideational	**Interpersonal**	**Textual**
Interested in the field voice	Hesitant voice	Imbued with academic literacy voice
Knowledgeable voice	Confident voice	
Professional voice	Authoritative voice	Committed to plain English voice
Managerial voice	Impersonal voice	
Militant voice	Self-aware voice	Reader considerate voice
Opinion holder voice	One among equals voice	
Knowledge as objective voice		
Knowledge as personal voice		
Critical voice		

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Appendix C

Education Male dissertations:

Interactive Resources:

Subject	Transistors	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male dissertations	additionally	0	0	0	0
	again	1	0	0	0
	also	25	0	3	5
	alternatively	0	5	0	0
	as a consequence	0	0	0	0
	as a result	0	0	0	0
	at the same time	0	1	0	0
	because	2	5	0	1
	besides	0	0	0	0
	but	2	3	0	1
	by the way	0	0	0	0
	consequently	0	1	0	0
	conversely	0	0	0	0
	correspondingly	0	0	0	0
	equally	0	0	0	0
	even though	0	0	0	0
	further	6	0	1	0
	furthermore	0	1	0	0
	hence	1	0	0	0

	however	0	0	0	0
	in addition	0	1	0	0
	in contrast	0	0	0	0
	in the case	0	0	0	0
	in the same way	0	0	0	0
	likewise	0	0	0	0
	moreover	0	1	0	1
	nevertheless	0	1	0	0
	on the contrary	0	0	0	0
	on the other hand	0	0	0	0
	rather	0	1	0	0
	similarly	0	1	0	0
	thus	0	0	0	0
	whereas	7	0	0	0
	while	0	2	0	1
	yet	0	0	0	0

Subject	Frame Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male dissertations	aim	0	0	0	0
	argue	0	0	0	0
	at this point	0	0	0	0
	at this stage	0	0	0	0

by far	0	0	0	0
closely	0	1	0	0
conclude	0	0	0	0
desire	0	0	0	0
finally	0	0	0	0
first	2	1	0	2
firstly	0	0	0	0
focus	0	2	0	0
goal	0	1	0	0
in brief	0	0	0	0
in chapter	0	0	0	0
in conclusion	0	0	0	0
in sum	0	0	0	0
last	0	0	0	0
lastly	0	0	0	0
next chapter	0	0	0	0
now	7	0	1	0
objective	0	0	0	0
on the whole	0	0	0	1
overall	0	1	0	0
part	2	1	0	0
purpose	1	0	0	0
return	2	1	0	0
revisit	0	0	0	0

	right	0	0	0	0
	section	0	0	0	0
	seek	0	0	0	0
	shift	4	0	0	0
	third	0	0	0	2
	to begin	0	0	0	0
	to repeat	0	0	0	0
	want	0	0	0	0
	well	3	1	0	0
	with to	0	0	0	0

Subject	Evidentials	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male dissertations	according to	4	2	1	0
	called	1	2	0	0
	date	32	30	1	1
	quote	0	0	0	0
	reference	29	32	0	1

Subject	Endophoric	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male	above	0	0	0	0
	earlier	0	0	0	0

dissertations	fig	0	0	0	0
	in chapter	0	0	0	0
	in example	0	0	0	0
	in part	0	0	0	0
	in section	0	0	0	0

Subject	Code Glosses	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male dissertation	as a matter of	0	0	0	0
	called	1	0	0	0
	defined as	0	0	0	0
	estimate	0	0	0	0
	e.g.	0	0	0	0
	for example	0	0	0	0
	for instance	0	1	0	0
	indeed	0	0	0	0
	in fact	0	0	0	0
	in other words	0	0	0	0
	known as	0	1	3	0
	mean	0	1	0	0
	namely	0	0	0	0
	put	0	0	0	0
	say	0	0	0	0
	specifically	0	0	0	0

	such	1	1	0	0
	that is	1	0	0	0
	via	0	0	0	0
	way	4	2	0	0
	which means	0	1	0	0

Interactional Resources :

Subject	Hedges	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male dissertations	about	11	1	0	0
	almost	3	0	0	0
	amount	0	0	0	0
	apparently	0	0	0	0
	appear	0	0	0	0
	approximately	0	0	0	0
	around	3	0	0	0
	assume	0	0	0	0
	broadly	0	0	0	0
	certain	1	0	0	0
	claim	0	0	0	0
	could	0	1	0	0
	doubt	0	0	0	0
	Essentially	0	1	0	0

extent	0	0	0	0
fairly	0	1	0	0
felt	0	0	0	0
frequently	0	0	0	0
from my perspective	0	0	0	0
generally	0	0	0	0
guess	0	0	0	0
indicate	0	0	1	0
in my view	0	0	0	0
in my opinion	0	0	0	0
in most cases	0	0	0	0
likely	0	1	0	0
may	1	8	0	8
may be	0	1	0	0
might	0	0	0	0
mainly	0	0	0	0
on the whole	0	0	0	0
ought	0	0	0	0
perhaps	0	0	0	0
plausible	0	0	0	0
possible	2	0	0	0
probably	0	1	0	0
quite	1	0	0	0
rather	0	1	0	0

	relatively	0	0	0	0
	roughly	0	0	0	0
	seems	2	0	0	0
	should	0	0	0	1
	sometimes	0	0	0	0
	tend	0	0	0	0
	typical	0	1	0	0
	uncertain	0	0	0	0
	unclear	0	0	0	0
	unusual	0	0	0	0
	would	0	0	0	0
	would not	0	0	0	0

Subject	Boosters	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male dissertations	beyond	0	0	0	0
	clear	0	0	0	0
	conclusively	0	0	0	1
	decidedly	0	0	0	0
	definitely	0	0	0	0
	truly	0	0	0	0
	demonstrate	0	1	0	0
	doubtless	0	0	0	0
	established	0	0	3	0

	evident	0	0	0	0
	find	2	4	0	0
	found	2	1	0	0
	have	10	15	0	3
	incontestable	0	0	0	0
	incontrovertible	0	0	0	0
	indisputable	0	0	0	0
	know	2	1	0	0
	known	1	1	0	0
	must	0	2	0	0
	never	1	0	0	0
	no doubt	0	0	0	0
	obvious	0	0	0	0
	of course	0	0	0	0
	prove	0	0	0	0
	realize	0	0	0	0
	really	0	0	0	0
	show	0	0	1	0
	sure	0	0	0	0
	think	0	0	0	0
	thought	0	1	0	0

Subject	Attitude Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2

Education Male dissertations	admittedly	0	0	0	0
	agree	0	0	0	0
	amaze	0	0	0	0
	appropriate	1	0	0	0
	astonish	0	0	0	0
	correctly	0	0	0	0
	curious	0	0	0	0
	fortunate	0	0	0	0
	hopeful	0	1	0	0
	important	0	4	0	0
	inappropriate	0	0	0	0
	interesting	1	0	0	0
	prefer	0	0	0	0
	remarkable	0	0	0	0
	shocked	0	0	0	0
	shocking	0	0	0	0
	striking	0	0	0	0
	surprising	0	0	0	0
	unbelievable	0	0	0	0
	understandable	0	0	0	0
	unexpected	0	0	0	0
	unfortunate	0	0	0	0
	usual	0	0	0	0

Subject	Engagement Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male dissertations	allow	0	0	0	0
	analyze	0	0	0	0
	apply	0	0	0	0
	arrange	0	0	0	0
	asses	0	0	0	0
	assume	0	0	0	0
	by the way	0	0	0	0
	calculate	0	0	0	0
	choose	1	0	0	0
	classify	0	0	0	0
	compare	7	0	0	0
	connect	0	0	0	0
	consider	0	0	0	0
	consult	0	0	0	0
	contrast	0	0	0	0
	define	0	1	0	0
	determine	0	1	0	0
	ensure	0	0	0	0
	evaluate	1	0	0	0
	incidentally	0	0	0	0
	increase	0	0	0	0
	input	0	0	0	0
Subject	Engagement Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2

	insert	0	0	0	0
	integrate	7	0	0	0
	key	0	1	0	0
	let	0	0	0	0
	look at	0	0	0	0
	mark	0	0	0	0
	measure	1	1	0	0
	mount	0	0	0	0
	must	2	2	0	0
	need to	0	0	0	0
	note	0	0	0	0
	notice	0	0	0	0
	observe	0	0	0	0
	one's order	0	0	0	0
	ought	0	0	0	0
	picture	0	0	0	0
	prepare	1	0	0	0
	recall	0	0	0	0
	recover	0	0	0	0
	refer	0	0	0	0
	regard	0	2	0	0
	remember	0	1	0	0
	remove	0	0	0	0
	review	0	0	0	0

	see	1	0	0	0
	select	1	0	0	0
	set	0	1	0	0
	show	0	0	1	0
	suppose	0	0	0	0
	take	0	1	0	0
	think about	0	0	0	0
	to develop	1	0	0	0
	turn	0	0	0	0

Subject	Self-Mentions	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Education Male dissertations	me	0	1	0	0
	I	0	0	0	0
	my	0	0	0	0
	we	4	1	0	0
	us	2	1	0	0
	mine	0	0	0	0
	our	5	1	0	0
	the author	0	0	0	0
	the writer's	0	0	0	0

Education Female dissertations:

Interactive Resources:

Subject	Transistors	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female dissertations	additionally	0	0	0	0
	again	0	0	0	0
	also	25	1	15	4
	alternatively	0	0	0	0
	as a consequence	0	0	0	0
	as a result	0	0	0	0
	at the same time	0	0	0	0
	because	4	5	0	1
	besides	0	0	0	1
	but	4	15	1	3
	by the way	0	0	0	0
	consequently	0	0	0	0
	conversely	0	0	0	0
	correspondingly	0	0	0	0
	equally	0	0	0	0
	even though	0	0	0	0
	further	6	2	0	2
	furthermore	4	1	0	0
	hence	0	0	0	0
	however	0	3	0	2
	in addition	1	0	0	0

		0	0	0	0
	in contrast	0	0	0	0
	in the case	0	1	0	0
	in the same way	0	0	0	0
	likewise	0	0	0	0
	moreover	2	4	0	1
	nevertheless	0	0	0	0
	on the contrary	0	1	0	0
	on the other hand	0	0	0	0
	rather	0	2	0	0
	similarly	1	1	1	0
	thus	0	1	0	0
	whereas	1	0	0	0
	while	8	8	2	0
	yet	0	0	0	0

Subject	Frame Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female dissertations	aim	0	2	0	0
	argue	0	0	0	0
	at this point	0	0	0	0
	at this stage	0	0	0	0
	by far	0	0	0	0
	closely	0	0	0	0

conclude	0	0	0	0
desire	0	0	0	0
finally	0	1	0	0
first	2	3	0	0
firstly	0	0	0	0
focus	1	3	0	0
goal	4	0	0	0
in brief	0	0	0	0
in chapter	2	0	0	0
in conclusion	0	0	0	0
in sum	0	0	0	0
last	1	0	0	0
lastly	0	0	0	0
next chapter	1	0	0	0
now	2	2	0	0
objective	1	1	1	0
on the whole	0	0	0	0
overall	1	1	0	0
part	0	4	0	0
purpose	1	3	1	0
return	0	0	0	0
revisit	0	0	0	0
right	1	0	0	0
section	0	0	0	0

	seek	0	0	0	0
	shift	0	3	0	0
	third	0	0	0	0
	to begin	0	0	0	0
	to repeat	0	0	0	0
	want	1	0	0	0
	well	2	7	3	2
	with to	0	0	0	0

Subject	Evidentials	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female dissertations	according to	4	2	2	2
	called	2	0	0	0
	date	21	25	0	0
	quote	0	1	0	0
	reference	18	27	0	0

Subject	Endophoric	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female	above	1	0	0	0
	earlier	0	0	0	0

dissertations	fig	0	0	0	0
	in chapter	2	0	0	0
	in example	0	0	0	0
	in part	0	0	0	0
	in section	0	0	0	0

Subject	Code Glosses	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female dissertations	as a matter of	0	0	0	0
	called	2	0	0	0
	defined as	0	2	0	0
	estimate	0	0	0	0
	e.g.	3	0	2	0
	for example	0	0	0	0
	for instance	0	0	0	0
	indeed	0	0	0	0
	in fact	1	0	0	0
	in other words	0	0	0	0
	known as	1	0	0	0
	mean	1	3	0	0
	namely	0	1	0	0
	put	1	1	0	0
	say	0	0	0	0
	specifically	0	6	0	0

	such	0	10	0	2
	that is	0	8	0	0
	via	0	0	0	0
	way	9	9	2	0
	which means	0	0	0	0

Interactional Resources :

Subject	Hedges	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female dissertations	about	17	4	7	0
	almost	0	0	0	0
	amount	0	0	0	0
	apparently	0	0	0	0
	appear	0	0	0	0
	approximately	0	1	0	0
	around	0	2	0	0
	assume	0	0	0	0
	broadly	0	0	0	0
	certain	0	1	0	0
	claim	0	0	0	0
	could	0	3	0	0
	doubt	0	0	0	0
	essentially	0	0	0	0

	extent	2	0	0	0
	fairly	0	2	0	0
	felt	0	0	0	0
	frequently	0	0	2	0
	from my perspective	0	0	0	0
	generally	1	0	0	0
	guess	0	0	0	0
	indicate	0	0	0	0
	in my view	0	0	0	0
	in my opinion	0	0	0	0
	in most cases	0	0	0	0
	likely	0	1	0	0
	may	9	16	0	3
	may be	3	0	1	0
	might	1	4	0	0
	mainly	0	0	0	0
	on the whole	0	1	0	0
	ought	0	0	0	0
	perhaps	0	0	0	0
	plausible	0	2	0	0
	possible	1	0	0	0
	probably	0	2	0	0
	quite	0	2	0	0
	rather	0	1	0	0

	relatively	0	0	0	0
	roughly	0	0	0	0
	seems	0	5	0	2
	should	1	0	0	0
	sometimes	0	4	0	0
	tend	1	0	0	0
	typical	0	0	0	0
	uncertain	0	0	0	0
	unclear	0	0	0	0
	unusual	0	7	0	0
	would	0	1	0	1
	would not	0		0	

Subject	Boosters	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female dissertations	beyond	0	0	0	0
	clear	1	0	0	0
	conclusively	0	0	0	0
	decidedly	0	0	0	0
	definitely	0	0	0	0
	truly	0	1	0	0
	demonstrate	0	0	0	0
	doubtless	0	0	0	0
	established	0	1	0	0

	Female 1	Female 2	Female 1	Female 2
evident	0	0	0	0
find	0	3	0	0
found	1	5	4	0
have	8	17	1	1
incontestable	0	0	0	0
incontrovertible	0	0	0	0
indisputable	0	0	0	0
know	7	1	0	0
known	1	1	0	0
must	0	1	0	5
never	1	0	0	0
no doubt	0	0	0	0
obvious	0	0	0	0
of course	0	0	0	0
prove	0	0	0	0
realize	0	0	0	0
really	0	1	0	0
show	1	0	0	0
sure	0	0	0	0
think	3	0	0	0
thought	0	0	0	0

Subject	Attitude Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2

Education Female dissertations	admittedly	0	0	0	0
	agree	0	0	0	0
	amaze	0	0	0	0
	appropriate	0	1	0	0
	astonish	0	0	0	0
	correctly	0	1	0	0
	curious	0	0	0	0
	fortunate	0	0	0	0
	hopeful	0	0	0	0
	important	4	5	1	0
	inappropriate	0	0	0	0
	interesting	0	0	0	0
	prefer	0	1	0	0
	remarkable	0	0	0	0
	shocked	0	0	0	0
	shocking	0	0	0	0
	striking	0	0	0	0
	surprising	0	0	0	0
	unbelievable	0	0	0	0
	understandable	0	0	0	0
	unexpected	0	0	0	0
	unfortunate	0	0	0	0
	usual	0	0	0	0

Subject	Engagement Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female dissertations	allow	0	0	0	0
	analyze	1	1	0	0
	apply	2	0	0	0
	arrange	0	0	0	0
	asses	0	0	0	0
	assume	0	0	0	0
	by the way	0	0	0	0
	calculate	0	0	0	0
	choose	1	0	0	0
	classify	0	1	0	0
	compare	2	3	0	0
	connect	0	0	0	0
	consider	4	1	0	0
	consult	0	0	0	0
	contrast	0	0	0	0
	define	0	1	0	0
	determine	2	1	0	0
	ensure	0	1	1	0
	evaluate	0	1	0	0
	incidentally	0	0	0	0
	increase	0	1	0	0

input	0	2	0	0
insert	0	0	0	0
integrate	0	0	0	0
key	1	0	0	0
let	0	0	0	0
look at	0	0	0	0
mark	0	0	0	0
measure	0	0	0	0
mount	0	0	0	0
must	0	0	0	0
need to	8	2	0	2
note	0	0	0	0
notice	0	0	0	0
observe	2	0	0	0
one's order	0	0	0	0
ought	0	1	0	0
picture	0	0	0	0
prepare	1	1	0	0
recall	0	0	0	0
recover	0	0	0	0
refer	0	0	0	0
regard	0	0	0	0
remember	0	0	0	0
remove	0	0	0	0

	review	1	4	0	0
	see	0	0	0	0
	select	1	0	0	0
	set	2	1	3	0
	show	1	0	0	0
	suppose	0	0	0	0
	take	0	3	0	0
	think about	1	1	0	0
	to develop	8	1	0	0
	turn	0	0	0	0

Subject	Self-Mentions	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Education Female dissertations	me	0	2	0	0
	I	0	1	0	0
	my	0	1	0	0
	we	0	1	0	0
	us	0	2	0	0
	mine	0	0	0	0
	our	1	0	0	0
	the author	0	0	0	0
	the writer's	0	0	0	0

Pakistan Studies dissertations no. 1

Interactive Resources:

Subject	Transistors	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	additionally	0	0	0	0
	again	0	0	0	0
	also	3	14	1	0
	alternatively	0	0	0	0
	as a consequence	0	0	0	0
	as a result	0	0	0	0
	at the same time	0	0	0	0
	because	0	3	0	2
	besides	0	0	0	2
	but	0	8	0	0
	by the way	0	0	0	0
	consequently	0	0	0	0
	conversely	0	0	0	0
	correspondingly	0	0	0	0
	equally	0	0	0	2
	even though	0	0	0	0
	further	0	2	0	0
	furthermore	0	0	0	1
	hence	0	2	0	0

	however	0	3	2	0
	in addition	3	0	0	0
	in contrast	0	0	0	0
	in the case	0	0	0	0
	in the same way	0	0	0	0
	likewise	0	0	0	0
	moreover	0	0	0	0
	nevertheless	0	0	0	0
	on the contrary	0	0	0	0
	on the other hand	0	1	0	1
	rather	0	7	0	0
	similarly	0	0	0	0
	thus	0	2	0	0
	whereas	0	0	0	0
	while	0	2	0	0
	yet	0	2	0	0

Subject	Frame Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	aim	0	0	0	0
	argue	0	0	0	0
	at this point	0	0	0	0

at this stage	0	0	0	0
by far	0	0	0	0
closely	0	0	0	0
conclude	0	0	0	0
desire	0	0	0	0
finally	0	2	0	0
first	1	4	0	1
firstly	0	0	0	0
focus	0	2	0	0
goal	0	0	0	0
in brief	0	0	0	0
in chapter	0	0	0	0
in conclusion	0	0	0	0
in sum	0	0	0	0
last	0	0	0	1
lastly	0	0	0	0
next chapter	0	0	0	0
now	0	2	0	0
objective	0	0	0	0
on the whole	0	0	0	0
overall	0	1	0	0
part	0	0	0	1
purpose	0	2	0	1
return	1	0	0	0

	revisit	0	0	0	0
	right	0	2	0	0
	section	0	0	0	0
	seek	0	0	0	0
	shift	0	0	0	0
	third	0	4	0	1
	to begin	0	0	0	0
	to repeat	0	0	0	0
	want	0	2	0	3
	well	1	6	0	1
	with to	0	0	0	0

Subject	Evidentials	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	according to	0	1	0	0
	called	0	2	0	0
	date	4	5	1	1
	quote	2	6	1	0
	reference	0	8	1	0

Subject	Endophoric	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2

Pakistan Studies Male dissertations	above	0	0	0	0
	earlier	0	0	0	0
	fig	0	0	0	0
	in chapter	0	0	0	0
	in example	0	0	0	0
	in part	0	0	0	0
	in section	0	0	0	0

Subject	Code Glosses	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	as a matter of	0	0	0	0
	called	0	0	0	0
	defined as	0	0	0	0
	estimate	0	0	0	0
	e.g.	0	0	0	0
	for example	0	0	0	0
	for instance	0	0	0	0
	indeed	0	0	0	0
	in fact	0	1	0	0
	in other words	0	1	0	0
	known as	0	0	0	0
	mean	0	0	0	0
	namely	0	0	0	1
	put	1	0	0	0

	say	0	0	0	1
	specifically	0	0	0	0
	such	0	0	0	0
	that is	0	1	0	0
	via	0	0	0	0
	way	1	1	0	1
	which means	0	1	0	0

Interactional Resources :

Subject	Hedges	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	about	2	6	0	0
	almost	0	0	0	0
	amount	0	0	0	0
	apparently	0	0	0	0
	appear	0	0	0	0
	approximately	0	0	0	0
	around	0	1	0	0
	assume	0	0	0	0
	broadly	0	0	0	0
	certain	0	1	1	0
	claim	0	0	0	0
	could	0	1	0	0

doubt	0	2	0	0
essentially	0	0	0	0
extent	0	2	0	0
fairly	0	0	0	0
felt	0	0	0	0
frequently	0	1	0	0
from my perspective	0	0	0	0
generally	0	1	0	0
guess	0	0	0	0
indicate	0	0	0	0
in my view	0	0	0	0
in my opinion	0	0	0	0
in most cases	0	0	0	0
likely	0	0	0	0
may	0	4	0	0
may be	0	0	0	0
might	0	0	0	0
mainly	0	0	0	0
on the whole	0	0	0	0
ought	0	0	0	0
perhaps	0	0	0	0
plausible	0	0	0	0
possible	0	0	0	1
probably	0	2	0	0

	quite	0	0	0	0
	rather	0	7	0	0
	relatively	0	0	0	0
	roughly	0	0	0	0
	seems	0	2	0	0
	should	2	0	0	9
	sometimes	0	0	0	0
	tend	0	0	0	0
	typical	0	0	0	0
	uncertain	0	0	0	0
	unclear	0	0	0	0
	unusual	0	0	0	0
	would	0	0	0	1
	would not	0	1	0	0

Subject	Boosters	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	beyond	0	0	0	0
	clear	0	1	1	0
	conclusively	0	0	0	0
	decidedly	0	0	0	0
	definitely	0	0	0	0
	truly	0	0	1	0
	demonstrate	0	0	0	0

doubtless	0	0	0	0
established	0	0	0	0
evident	0	0	0	0
find	0	3	0	0
found	1	4	0	1
have	4	0	1	2
incontestable	0	0	0	0
incontrovertible	0	0	0	0
indisputable	0	0	0	0
know	0	2	0	0
known	1	0	0	0
must	0	0	0	0
never	0	0	0	0
no doubt	0	0	0	0
obvious	0	0	0	0
of course	0	0	0	0
prove	0	0	0	0
realize	0	0	0	0
really	0	1	0	1
show	0	3	0	0
sure	0	0	0	0
think	0	0	0	0
thought	0	0	0	0

Subject	Attitude Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	admittedly	0	0	0	0
	agree	0	0	0	0
	amaze	0	0	0	0
	appropriate	0	0	0	0
	astonish	0	0	0	0
	correctly	0	0	0	0
	curious	0	0	0	0
	fortunate	0	0	0	0
	hopeful	0	0	0	0
	important	0	6	0	1
	inappropriate	0	0	0	0
	interesting	0	0	0	0
	prefer	0	0	0	0
	remarkable	0	0	0	0
	shocked	0	0	0	0
	shocking	0	0	0	0
	striking	0	0	0	0
	surprising	0	0	0	0
	unbelievable	0	0	0	0
	understandable	0	0	0	0
	unexpected	0	0	0	0
	unfortunate	0	0	0	0

	usual	0	0	0	0

Subject	Engagement Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	allow	0	1	0	0
	analyze	0	0	0	0
	apply	0	0	0	0
	arrange	0	0	0	0
	asses	0	0	0	0
	assume	0	0	0	0
	by the way	0	0	0	0
	calculate	0	0	0	0
	choose	0	0	0	0
	classify	0	0	0	0
	compare	0	0	0	0
	connect	0	0	0	0
	consider	0	6	0	1
	consult	0	0	0	0
	contrast	0	0	0	0
	define	0	1	0	1
	determine	0	3	0	0
	ensure	0	0	0	0
	evaluate	0	0	0	0

incidentally	0	0	0	0
increase	0	0	0	1
input	0	0	0	0
insert	0	0	0	0
integrate	0	0	0	0
key	0	2	0	3
let	0	0	0	0
look at	0	0	0	0
mark	1	0	0	0
measure	0	0	0	0
mount	0	0	0	0
must	0	0	0	0
need to	0	0	1	0
note	0	0	0	0
notice	0	0	0	0
observe	0	0	0	0
one's order	0	0	0	0
ought	0	0	0	0
picture	0	0	0	0
prepare	0	0	0	0
recall	0	0	0	0
recover	0	0	0	0
refer	0	0	0	0
regard	0	0	1	0

	remember	0	0	0	0
	remove	0	0	0	0
	review	0	0	0	0
	see	0	0	0	0
	select	0	0	0	0
	set	0	1	0	0
	show	0	3	0	0
	suppose	0	0	0	0
	take	1	1	0	1
	think about	0	2	0	0
	to develop	0	0	0	0
	turn	0	1	0	0

Subject	Self-Mentions	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
Pakistan Studies Male dissertations	me	0	1	0	0
	I	2	10	1	4
	my	1	1	0	0
	we	0	3	0	0
	us	0	2	0	1
	mine	0	0	0	0
	our	0	2	2	0
	the author	0	0	0	0
	the writer's	0	0	0	0

Pakistan Studies Female dissertations:

Interactive Resources:

Subject	Transistors	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	additionally	1	0	0	0
	again	0	0	0	0
	also	15	3	5	3
	alternatively	0	0	0	0
	as a consequence	0	0	0	0
	as a result	0	0	0	0
	at the same time	0	0	0	0
	because	4	0	2	0
	besides	0	1	0	0
	but	7	3	0	4
	by the way	0	0	0	0
	consequently	0	0	0	0
	conversely	0	0	0	0
	correspondingly	0	0	0	0
	equally	0	0	1	0
	even though	0	0	0	0
	further	0	0	1	0
	furthermore	0	0	0	0
	hence	0	1	0	0

	however	1	2	0	0
	in addition	0	0	0	0
	in contrast	0	0	0	0
	in the case	0	0	0	0
	in the same way	0	0	0	0
	likewise	0	0	0	0
	moreover	0	0	0	0
	nevertheless	0	0	0	0
	on the contrary	0	0	0	0
	on the other hand	0	0	0	0
	rather	0	0	0	0
	similarly	1	0	0	0
	thus	0	3	2	1
	whereas	0	0	0	0
	while	0	3	1	3
	yet	0	0	0	0

Subject	Frame Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	aim	1	0	0	0
	argue	0	0	0	0
	at this point	0	0	0	0

at this stage	0	0	0	0
by far	0	0	0	0
closely	0	0	0	0
conclude	0	0	0	0
desire	1	0	1	0
finally	0	0	0	0
first	3	4	0	0
firstly	0	0	0	0
focus	6	0	0	0
goal	0	0	0	0
in brief	0	0	0	0
in chapter	0	0	0	0
in conclusion	0	0	0	0
in sum	0	0	0	0
last	0	0	0	0
lastly	0	0	0	0
next chapter	0	0	0	0
now	5	0	1	0
objective	1	0	0	1
on the whole	0	0	0	0
overall	3	0	0	0
part	0	8	0	2
purpose	0	0	0	0
return	0	0	0	0

	revisit	0	0	0	0
	right	0	0	0	0
	section	0	0	0	0
	seek	0	0	0	0
	shift	1	0	0	0
	third	2	2	0	0
	to begin	0	0	0	0
	to repeat	0	0	0	0
	want	0	0	0	0
	well	6	0	1	0
	with to	0	0	0	0

Subject	Evidentials	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	according to	0	0	0	0
	called	15	0	0	0
	date	5	0	4	1
	quote	0	0	0	0
	reference	0	0	0	0

Subject	Endophoric	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan	above	2	0	0	0

Studies Female dissertations	earlier	0	0	0	0
	fig	0	0	0	0
	in chapter	0	0	0	0
	in example	0	0	0	0
	in part	0	0	0	0
	in section	0	0	0	0

Subject	Code Glosses	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	as a matter of	0	1	0	0
	called	0	0	0	0
	defined as	0	0	0	0
	estimate	0	0	0	0
	e.g.	0	0	0	0
	for example	1	0	0	0
	for instance	1	0	0	0
	indeed	0	0	0	0
	in fact	0	0	0	0
	in other words	0	0	0	0
	known as	0	0	0	0
	mean	0	0	0	0
	namely	0	0	0	0
	put	0	0	0	0
	say	0	0	0	0

	specifically	0	0	0	0
	such	7	0	0	0
	that is	1	0	1	1
	via	1	0	0	0
	way	1	0	0	0
	which means	1	0	0	0

Interactional Resources :

Subject	Hedges	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	about	0	10	0	0
	almost	6	1	0	0
	amount	0	0	0	0
	apparently	1	0	0	0
	appear	0	0	0	0
	approximately	0	0	0	0
	around	0	1	0	0
	assume	0	0	0	0
	broadly	0	0	0	0
	certain	0	2	0	0
	claim	0	0	0	0
	could	3	0	2	0
	doubt	0	0	0	0

essentially	0	0	0	0
extent	0	0	0	0
fairly	0	0	0	0
felt	0	0	0	0
frequently	0	0	0	0
from my perspective	0	0	0	0
generally	0	1	0	0
guess	0	0	0	0
indicate	0	0	0	0
in my view	0	0	0	0
in my opinion	0	0	0	0
in most cases	0	0	0	0
likely	1	0	0	0
may	2	0	0	0
may be	0	0	0	0
might	0	0	0	1
mainly	0	0	0	0
on the whole	0	0	0	0
ought	0	0	0	0
perhaps	0	0	0	0
plausible	0	0	0	0
possible	1	0	3	0
probably	0	0	0	0
quite	1	0	0	0

	rather	0	0	0	0
	relatively	0	1	0	0
	roughly	0	0	0	0
	seems	0	0	1	0
	should	3	0	0	0
	sometimes	0	0	0	1
	tend	0	0	0	0
	typical	0	0	0	0
	uncertain	1	0	0	0
	unclear	0	0	0	0
	unusual	0	0	0	0
	would	7	0	0	0
	would not	0	0	0	0

Subject	Boosters	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	beyond	2	0	0	0
	clear	0	0	1	0
	conclusively	0	0	0	0
	decidedly	0	0	0	0
	definitely	0	0	0	0
	truly	0	0	0	0
	demonstrate	0	0	0	0
	doubtless	0	0	0	0

established	1	0	0	0
evident	0	0	0	0
find	1	1	0	0
found	0	0	0	0
have	9	4	2	0
incontestable	0	0	0	0
incontrovertible	0	0	0	0
indisputable	0	0	0	0
know	0	1	0	0
known	0	0	0	0
must	0	3	1	0
never	0	0	0	0
no doubt	0	0	0	0
obvious	0	0	0	0
of course	0	0	0	0
prove	0	0	0	0
realize	2	2	0	0
really	0	0	0	0
show	0	0	0	0
sure	0	0	0	0
think	0	0	0	0
thought	0	0	0	0

Subject	Attitude Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	admittedly	0	0	0	0
	agree	0	0	0	0
	amaze	0	0	0	0
	appropriate	0	0	0	0
	astonish	0	0	0	0
	correctly	0	0	0	0
	curious	0	0	0	0
	fortunate	0	0	0	0
	hopeful	0	0	0	0
	important	6	2	0	0
	inappropriate	0	0	0	0
	interesting	0	0	0	0
	prefer	0	0	0	0
	remarkable	1	0	0	0
	shocked	0	0	0	0
	shocking	0	0	0	0
	striking	0	0	0	0
	surprising	0	0	0	0
	unbelievable	0	0	0	0
	understandable	0	0	0	0
	unexpected	0	0	0	0
	unfortunate	0	0	0	0
Subject	Attitude Markers				

	usual	0	0	0	0

Subject	Engagement Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	allow	0	0	0	0
	analyze	0	0	0	1
	apply	0	0	0	0
	arrange	0	0	0	1
	asses	0	0	0	0
	assume	0	0	0	0
	by the way	0	0	0	0
	calculate	0	0	0	0
	choose	0	0	0	0
	classify	0	0	0	0
	compare	0	0	0	0
	connect	0	0	0	0
	consider	1	0	0	0
	consult	0	0	0	0
	contrast	0	0	0	0
	define	0	0	0	0
	determine	0	0	0	0
	ensure	0	0	0	0
	evaluate	0	0	0	0

	incidentally	0	0	0	0
	increase	1	0	0	0
	input	0	0	0	0
	insert	0	0	0	0
	integrate	0	0	0	0
	key	0	1	1	1
	let	0	0	0	0
	look at	0	0	0	0
	mark	0	0	0	0
	measure	0	1	0	0
	mount	0	0	0	0
	need to	0	1	0	0
	note	0	0	0	0
	notice	0	0	0	0
	observe	0	0	0	0
	one's order	0	0	0	0
	ought	0	0	0	0
	picture	0	0	0	0
	prepare	0	0	0	0
	recall	0	0	0	0
	recover	0	0	0	0
	refer	0	0	0	0
	regard	4	1	0	0
	remember	0	0	0	0

	remove	0	2	0	0
	review	0	0	0	0
	see	1	0	0	0
	select	0	0	0	0
	set	0	0	0	0
	show	0	0	0	0
	suppose	0	0	0	0
	take	0	1	0	0
	think about	0	0	0	0
	to develop	0	0	0	0
	turn	0	0	0	0

Subject	Self-Mentions	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
Pakistan Studies Female dissertations	me	0	0	0	0
	I	2	1	1	0
	my	1	0	0	0
	we	0	0	0	0
	us	9	0	5	0
	mine	0	0	0	0
	our	2	0	0	0
	the author	1	0	0	0
	the writer's	0	0	0	0

International Relationship Male dissertations:

Interactive Resources:

Subject	Transistors	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	additionally	0	0	0	0
	again	0	0	1	2
	also	3	7	3	13
	alternatively	0	0	0	0
	as a consequence	0	0	0	0
	as a result	0	0	0	0
	at the same time	2	0	0	0
	because	4	1	7	0
	besides	1	4	0	4
	but	3	4	12	3
	by the way	0	0	0	0
	consequently	0	0	0	0
	conversely	0	0	0	0
	correspondingly	0	0	0	0
	equally	0	0	0	0
	even though	0	0	0	0
	further	0	0	1	3

	furthermore	1	0	0	1
	hence	0	1	0	0
	however	1	4	2	2
	in addition	0	1	0	0
	in contrast	0	0	0	0
	in the case	0	0	0	0
	in the same way	0	0	0	0
	likewise	0	0	0	0
	moreover	0	1	0	1
	nevertheless	0	0	0	0
	on the contrary	0	0	0	0
	on the other hand	0	0	1	0
	rather	0	0	2	0
	similarly	0	0	0	0
	thus	0	1	0	0
	whereas	0	1	0	0
	while	6	0	0	1
	yet	1	0	0	0

Subject	Frame Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	aim	2	0	0	0
	argue	1	0	2	0

	at this point	0	0	0	0
	at this stage	0	0	0	0
	by far	0	0	0	0
	closely	0	0	0	0
	conclude	0	0	0	0
	desire	0	0	0	0
	finally	0	0	0	0
	first	3	1	0	1
	firstly	0	0	0	0
	focus	3	1	0	0
	goal	1	0	0	0
	in brief	0	0	0	0
	in chapter	0	0	0	0
	in conclusion	0	0	0	0
	in sum	0	0	0	0
	last	2	1	0	1
	lastly	0	0	0	0
	next chapter	0	0	0	0
	now	0	2	0	1
	objective	0	0	0	0
	on the whole	0	0	0	0
	overall	0	0	0	0
	part	1	0	1	0
	purpose	0	0	0	1

	return	0	0	0	0
	revisit	0	0	0	0
	right	4	0	6	1
	section	1	0	0	0
	seek	0	0	0	0
	shift	0	2	1	2
	third	0	0	0	0
	to begin	0	0	0	0
	to repeat	0	0	0	0
	want	0	0	1	0
	well	2	0	0	4
	with to	0	0	0	0

Subject	Evidentials	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	according to	0	0	0	0
	called	0	0	0	1
	date	15	26	5	0
	quote	0	0	0	0
	reference	4	16	1	0

Subject	Endophoric	Introduction	Conclusion

		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	above	0	0	0	0
	earlier	0	1	0	0
	fig	0	0	0	0
	in chapter	0	0	0	0
	in example	0	0	0	0
	in part	0	0	0	0
	in section	0	0	0	0

Subject	Code Glosses	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	as a matter of	0	0	0	0
	defined as	0	0	0	0
	estimate	0	0	0	0
	e.g.	0	0	0	0
	for example	0	0	1	0
	for instance	1	0	1	0
	indeed	0	0	0	0
	in fact	0	0	0	0
	in other words	0	0	0	0
	known as	0	0	0	0
	mean	0	0	0	0
	namely	0	0	0	0
	put	0	4	0	1

	say	0	0	0	0
	specifically	0	1	0	0
	such	3	1	0	0
	that is	0	0	1	0
	via	0	0	0	0
	way	3	0	2	0
	which means	0	0	0	0

Interactional Resources :

Subject	Hedges	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	about	1	0	1	0
	almost	0	0	0	0
	amount	0	0	0	0
	apparently	0	0	0	0
	appear	0	0	0	0
	approximately	0	0	0	0
	around	6	0	0	0
	assume	0	0	0	0
	broadly	0	0	0	0
	certain	0	1	2	0
	claim	0	0	0	0
	could	0	1	0	1

doubt	0	0	0	0
essentially	0	0	1	0
extent	2	0	0	0
fairly	0	0	0	0
felt	0	0	1	0
frequently	0	0	0	0
From my perspective	0	0	0	0
generally	0	0	0	0
guess	0	0	0	0
indicate	0	0	1	0
in my view	0	0	0	0
in my opinion	0	0	0	0
in most cases	0	0	0	0
likely	0	0	0	0
may	0	2	1	2
may be	0	0	0	0
might	0	0	0	0
mainly	1	0	0	1
on the whole	0	0	0	0
ought	0	0	0	0
perhaps	0	0	0	0
plausible	0	1	0	0
possible	2	1	0	0
probably	0	0	0	0

	quite	1	1	0	0
	rather	0	0	0	0
	relatively	0	0	0	0
	roughly	0	0	0	0
	seems	0	0	0	0
	should	2	0	0	14
	sometimes	0	0	0	0
	tend	0	0	0	0
	typical	0	0	0	0
	uncertain	0	0	0	0
	unclear	0	0	0	0
	unusual	0	0	0	0
	would	0	1	3	3
	would not	0	0	0	0

Subject	Boosters	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	beyond	0	1	0	0
	clear	0	0	1	0
	conclusively	0	0	0	0
	decidedly	0	0	0	0
	definitely	0	0	0	0
	truly	0	0	0	0
	demonstrate	0	0	0	0

	doubtless	0	0	0	0
	established	0	3	0	1
	evident	0	0	0	0
	find	0	0	0	0
	found	0	2	0	0
	have	3	11	6	5
	incontestable	0	0	0	0
	incontrovertible	0	0	0	0
	indisputable	0	0	0	0
	know	1	0	0	0
	known	0	0	0	0
	must	2	0	1	1
	never	1	1	0	1
	no doubt	0	0	0	0
	obvious	0	0	0	0
	of course	0	0	0	0
	prove	0	0	0	0
	realize	0	0	0	0
	really	0	0	0	0
	show	0	0	0	0
	sure	0	0	0	0
	think	1	0	0	0
	thought	1	0	1	0

Subject	Attitude Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	admittedly	0	0	0	0
	agree	0	0	0	0
	amaze	0	0	0	0
	appropriate	0	0	0	0
	astonish	0	0	0	0
	correctly	0	0	0	0
	curious	0	0	0	0
	fortunate	0	0	0	0
	hopeful	0	0	0	0
	important	2	1	1	0
	inappropriate	0	0	0	0
	interesting	0	0	0	0
	prefer	0	0	0	0
	remarkable	0	0	0	0
	shocked	0	0	0	0
	shocking	0	0	0	0
	striking	0	0	0	0
	surprising	0	0	0	0
	unbelievable	0	0	0	0
	understandable	0	0	0	0
	unexpected	0	0	0	0
	unfortunate	0	0	0	0

	usual	0	0	0	0

Subject	Engagement Markers	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	allow	0	0	1	1
	analyze	0	1	0	0
	apply	0	0	0	0
	arrange	0	0	0	0
	asses	0	0	0	0
	assume	0	0	0	0
	by the way	0	0	0	0
	calculate	0	0	0	0
	choose	0	0	0	0
	classify	0	1	0	0
	compare	0	0	0	0
	connect	0	0	0	0
	consider	0	0	3	0
	consult	0	0	0	0
	contrast	0	0	0	0
	define	0	0	0	0
	determine	0	0	0	0
	ensure	1	1	2	3
	evaluate	0	0	0	0

	incidentally	0	0	0	0
	increase	0	0	0	2
	input	0	0	1	0
	insert	0	0	0	0
	integrate	0	0	1	0
	key	0	0	0	0
	let	0	0	0	1
	look at	0	0	0	0
	mark	0	0	0	0
	measure	0	0	0	0
	mount	0	0	0	0
	need to	0	0	0	0
	note	0	0	0	0
	notice	0	0	0	0
	observe	0	0	0	0
	one's order	0	0	0	0
	ought	0	0	0	0
	picture	0	0	0	0
	prepare	0	0	0	0
	recall	1	0	0	0
	recover	0	0	0	0
	refer	0	0	0	0
	regard	1	0	1	0
	remember	0	0	0	0

	remove	0	0	0	0
	review	1	2	0	0
	see	0	0	0	0
	select	0	0	0	0
	set	1	0	0	0
	show	0	0	0	0
	suppose	0	0	0	0
	take	0	0	1	0
	think about	0	0	0	0
	to develop	0	0	0	0
	turn	0	0	0	0

Subject	Self-Mentions	Introduction		Conclusion	
		Male 1	Male 2	Male 1	Male 2
IR Male dissertations	me	0	0	0	0
	I	0	0	0	0
	my	0	0	0	0
	we	0	0	1	0
	us	3	0	0	0
	mine	0	0	0	0
	our	0	0	0	0
	the author	0	0	0	0
	the writer's	0	0	0	0

International Relationship Female dissertations:

Interactive Resources:

Subject	Transistors	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
IR Female dissertations	additionally	0	0	0	0
	admittedly	0	0	0	0
	again	0	1	1	0
	also	0	34	28	2
	alternatively	0	0	0	0
	as a consequence	0	0	0	0
	as a result	0	0	0	1
	at the same time	0	0	0	1
	because	4	0	9	0
	besides	0	4	0	0
	but	4	8	18	0
	by the way	0	0	0	0
	consequently	1	0	2	0
	conversely	0	0	0	0
	correspondingly	0	0	0	0
	equally	0	0	0	0
	even though	0	0	0	0
	further	5	5	2	1
	furthermore	0	2	0	0

hence	0	0	0	0
however	4	2	0	0
in addition	0	0	0	1
in conclusion	0	0	0	0
in contrast	0	0	0	0
in the case	0	0	0	0
in the same way	0	0	0	0
likewise	0	0	0	0
moreover	0	4	0	1
nevertheless	0	0	0	0
of course	0	0	0	0
on the contrary	0	0	0	0
on the other hand	0	0	0	0
rather	0	1	0	0
similarly	1	1	0	0
thus	1	2	0	0
whereas	0	1	0	0
while	4	0	0	1
yet	0	0	0	0

Subject	Frame Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2

IR Female dissertations	aim	0	1	0	0
	argue	0	1	0	0
	at this point	0	0	0	0
	at this stage	0	0	1	0
	by far	0	0	0	0
	closely	0	0	0	0
	conclude	0	0	0	0
	desire	0	0	0	0
	finally	0	1	0	0
	first	1	1	4	0
	firstly	0	0	0	0
	focus	1	2	0	0
	goal	0	0	0	0
	in brief	0	0	0	0
	in chapter	0	0	0	0
	in conclusion	0	0	0	0
	in sum	0	0	0	0
	last	0	2	2	1
	lastly	0	0	0	0
	next chapter	0	0	0	0
	now	0	2	4	0
	objective	0	1	1	0
	on the whole	0	0	0	0
	overall	0	0	0	0

	part	0	2	2	2
	purpose	1	0	1	0
	regards	0	0	0	0
	return	0	1	0	0
	revisit	0	0	0	0
	right	0	0	0	0
	section	0	0	0	0
	seek	0	0	0	0
	shift	0	4	0	0
	third	0	2	3	0
	to begin	0	0	0	0
	to repeat	0	0	0	0
	want	0	0	1	0
	well	0	5	2	0
	with to	0	0	0	0

Subject	Evidentials	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
IR Female dissertations	according to	0	9	3	0
	called	0	0	0	0
	date	11	4	11	2
	quote	0	1	0	0

	reference	5	11	3	1

Subject	Endophoric	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
IR Female dissertations	above	0	0	0	0
	earlier	0	0	2	0
	fig	0	0	0	0
	in chapter	0	0	0	0
	in example	0	0	0	0
	in part	0	0	0	0
	in section	0	0	0	0

Subject	Code Glosses	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 1
IR Female dissertations	as a matter of	0	0	0	0
	called	0	0	0	0
	defined as	0	0	0	0
	estimate	0	1	0	0
	e.g.	0	0	0	0
	for example	0	0	0	0
	for instance	1	1	0	0
	indeed	0	0	0	0
	in fact	0	1	0	0

	in other words	0	0	0	0
	known as	0	0	0	0
	mean	0	0	0	0
	namely	0	0	0	0
	put	0	0	1	0
	say	0	0	0	0
	specifically	0	0	0	0
	such	0	5	0	1
	that is	0	1	1	0
	via	0	0	1	0
	way	0	2	2	0
	which means	0	0	0	0

Interactional Resources :

Subject	Hedges	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 1
IR Female dissertations	about	2	5	2	0
	almost	1	1	0	0
	amount	0	0	0	0
	apparently	0	0	0	0
	appear	0	0	0	0
	approximately	0	0	0	0
	around	1	0	1	0

	assume	0	0	0	0
	broadly	0	0	0	0
	certain	0	0	0	0
	claim	0	0	0	0
	could	0	0	0	0
	doubt	0	0	0	0
	essentially	0	0	0	0
	extent	1	0	1	0
	fairly	0	0	0	0
	felt	0	0	0	0
	frequently	0	0	0	0
	from my perspective	0	0	0	0
	generally	0	0	0	0
	guess	0	0	0	0
	indicate	0	0	0	0
	in my view	0	0	0	0
	in my opinion	0	0	0	0
	in most cases	0	0	0	0
	likely	0	1	0	0
	may	0	0	8	0
	may be	0	0	0	0
	might	1	0	1	1
	mainly	0	2	0	0
	on the whole	0	0	0	0

	ought	0	0	0	0
	perhaps	0	0	0	0
	plausible	0	0	0	0
	possible	0	2	0	0
	probably	0	0	0	0
	quite	0	0	0	0
	rather	0	1	0	0
	relatively	0	0	0	3
	roughly	0	1	0	0
	seems	0	0	0	0
	should	0	0	3	1
	sometimes	0	0	0	0
	tend	0	0	0	0
	typical	0	0	0	0
	uncertain	0	0	0	0
	unclear	0	0	0	0
	unusual	0	0	0	0
	would	1	0	7	0
	would not	0	1	2	0

Subject	Boosters	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
IR Female dissertations	beyond	0	1	0	0
	clear	0	2	0	0

conclusively	0	0	0	0
decidedly	0	0	0	0
definitely	0	0	0	0
truly	0	0	0	0
demonstrate	0	0	0	0
doubtless	0	0	0	0
established	0	3	2	0
evident	0	0	0	0
find	1	0	0	0
found	0	1	0	0
have	6	22	2	1
incontestable	0	0	0	0
incontrovertible	0	0	0	0
indisputable	0	0	0	0
know	0	0	0	0
known	0	0	0	0
must	0	0	0	1
never	0	0	1	0
no doubt	0	0	0	0
obvious	0	0	0	0
of course	0	0	0	0
prove	0	0	0	0
realize	0	0	0	1
really	0	0	0	0

	show	0	1	0	0
	sure	0	0	0	0
	think	0	0	1	0
	thought	0	0	0	0

Subject	Attitude Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
IR Female dissertation	admittedly	0	0	0	0
	agree	0	0	0	0
	amaze	0	0	0	0
	appropriate	0	1	2	0
	astonish	0	0	0	0
	correctly	0	0	0	0
	curious	0	0	0	0
	fortunate	0	0	0	0
	hopeful	0	0	0	0
	important	1	2	0	0
	inappropriate	0	0	0	0
	interesting	0	0	0	0
	prefer	0	0	0	0
	remarkable	0	1	0	0
	shocked	0	0	0	0
	shocking	0	0	0	0
	striking	0	0	1	1

	surprising	0	0	0	0
	unbelievable	0	0	0	0
	understandable	0	0	0	0
	unexpected	0	0	0	0
	unfortunate	0	0	0	0
	unusual	0	0	0	0
	usual	0	0	0	0

Subject	Engagement Markers	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
IR Female dissertations	allow	0	1	1	0
	analyze	0	0	0	0
	apply	0	0	0	0
	arrange	0	0	0	0
	asses	0	0	0	0
	assume	0	0	0	0
	by the way	0	0	0	0
	calculate	0	0	0	0
	choose	0	0	0	0
	classify	0	0	0	0
	compare	0	1	0	0
	connect	0	0	0	0
	consider	0	0	0	0

consult	0	0	0	0
contrast	0	0	0	0
define	0	0	0	0
demonstrate	0	0	0	0
determine	0	0	0	0
ensure	0	1	0	0
evaluate	0	0	0	0
incidentally	0	0	0	0
increase	0	13	0	3
input	0	0	0	0
insert	0	0	0	0
integrate	0	0	0	0
key	0	0	2	0
let	0	0	1	0
look at	0	0	0	0
mark	0	0	0	0
measure	0	0	0	0
mount	0	0	0	0
must	0	0	0	0
need to	0	0	0	0
note	0	0	0	0
notice	0	0	0	0
observe	0	0	0	0
one's order	0	0	0	0

	ought	0	0	0	0
	picture	0	0	0	0
	prepare	0	0	0	0
	recall	0	0	0	0
	recover	0	0	0	0
	refer	0	0	0	0
	regard	1	0	0	0
	remember	0	0	0	0
	remove	0	0	1	0
	review	1	0	0	0
	see	0	0	0	0
	select	0	0	0	0
	set	0	0	0	0
	show	0	1	0	0
	suppose	0	0	0	0
	take	0	0	0	0
	think about	0	0	0	0
	to develop	0	0	0	0
	turn	0	0	0	0

Subject	Self-Mentions	Introduction		Conclusion	
		Female 1	Female 2	Female 1	Female 2
IR Female dissertations	me	0	0	0	0
	I	0	0	0	0

	my	0	0	0	0
	we	0	0	0	0
	us	0	0	0	0
	mine	0	0	0	0
	our	1	1	0	0
	the author	0	0	0	0
	the writer's	0	0	0	0