

**A COMPARATIVE ANALYSIS OF
METADISCOURSE MARKERS IN
PAKISTANI AND AMERICAN JOURNALS
OF ENGLISH LANGUAGE:
A CORPUS-BASED STUDY**

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

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ABSTRACT

Title: A Comparative Analysis of Metadiscourse Markers in Pakistani and American Journals of English Language: A Corpus-Based Study

Abstract

This thesis presents a comparative study on the use of metadiscourse markers in the abstract sections of approved Pakistani and American journals. Metadiscourse markers play a crucial role in organizing and persuading the text while engaging the readers. This study examines the contrast in language used in journal abstracts from Pakistan and the United States, focusing on the frequency and categories of interactive and interactional metadiscourse markers. The theoretical framework utilizes Hyland's (2005) taxonomy model, while the analysis relies on the metadiscourse markers theory. Data was collected using a judgment sampling approach, with a total of five Pakistani and five American journals over a five-year period (2018-2022). The American corpus had a larger sample size, consisting of 332 abstracts compared to the Pakistani corpus with 240 abstracts. The software Metapak 2.0 was employed to extract and analyze the data, considering categories such as frame markers, evidential markers, endophoric markers, code glosses, transitions, boosters, hedges, attitudes, self-mentions, and engagement markers. The findings reveal a higher frequency of interactive and interactional metadiscourse markers in the American data compared to the Pakistani data. Moreover, both corpora demonstrated a preference for using transition markers as the most frequent metadiscourse marker. The study highlights that authors from both countries establish reader-friendly texts by employing text-oriented cues and establishing connections with the readers, particularly in language-focused research.

Keywords: Metadiscourse, Interactive markers, Interactional markers, Hyland (2005) model of Taxonomy, Journals, Abstracts.

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LIST OF ABBREVIATIONS

1. MDM	Metadiscourse Markers
2. N	Net Percentage
3. M	Means Percentage
4. US	United States
5. CDA	Critical Discourse Analysis
6. UN	United Nations
7. ELT	English Language Teaching
8. EFL	English as Foreign Language
9. BBC	The British Broadcasting Corporation
10. IRIB	The Islamic Republic of Iran Broadcasting
11. L2	Second Language
12. EE	Electrical Engineering
13. ME	Mechanical Engineering
14. ESP	English for Specific Purpose
15. AL	Applied Linguistics
16. MED	Medical
17. IF	Impact Factor
18. ISI	Inter-Services Intelligence
19. TN	The News
20. DCs	Discourse Connectives
21. PENO	Pakistani English Newspaper Opinions
22. HEC	Higher Education Commission
23. HJRS	HEC Journal Recognition System
24. SEL	Studies in English Literature

- 25. SFM Sequencing frame marker
- 26. AGFM Announced goal Frame marker
- 27. STFM Shift Topic Frame Marker
- 28. MAT Multidimensional Analysis Tagger

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DEDICATION

In the hope that this work may in some way bring happiness and joy to their lives as they filled mine with, this thesis is wholeheartedly dedicated to my Father Shahid Aslam Khan, Mother and Grandfather for their untiring comfort, cheering up and support at full length during my pursuit for education. I hope this attainment will accomplish the dream my Father has envisioned for me.

CHAPTER 1

INTRODUCTION

The purpose of this study is to investigate how language is utilized in academic settings by individuals who are native or non-native speakers of English. It is commonly recognized that native speakers tend to exhibit greater precision in their language usage compared to non-native English speakers. Non-native speakers, specifically Pakistani English users in this study, typically acquire English through formal education after learning their native or regional language. Conversely, native speakers, such as Americans in this particular context, naturally acquire English from birth in terms of spoken language. While writing in a language is considered a productive skill that is usually learned in a formal educational environment like school or college, academic writing represents a more advanced stage that goes beyond basic writing skills.

In recent years, linguists have shifted their focus from the traditional emphasis on the content and ideas expressed in texts and speech to how language functions interpersonally (Hyland, 2004). According to this perspective, speakers and writers do not simply use language to convey information and describe the world around them. They also strive to make their communication understandable and engaging for their audience. They take into account the needs, desires, and resources of their listeners or readers in order to effectively communicate, incorporating their perspectives into their texts. Writing and speaking are thus viewed as social and communicative processes that involve interaction between authors, speakers, and their audience (Hyland & Tse, 2004).

The concept of metadiscourse is particularly intriguing as it offers a way to understand the various strategies authors employ to clearly establish their work, engage their readers, and convey their attitude towards both the subject matter and the audience. However, despite its allure, metadiscourse remains poorly understood both theoretically and practically. Vandae Kopple introduced a comprehensive functional framework for metadiscourse (Kopple, 1985). According to Vandae Kopple, interpersonal metadiscourse plays a crucial role in metadiscourse structures, as it represents the

specific layer of the text where the author's personal involvement enhances expressive qualities and demonstrates commitment to the ongoing argument (Kopple, 1985).

Metadiscourse is an intriguing and evolving area of study, recognized for its influential role in shaping persuasive writing based on the expectations and perspectives of those involved. Metadiscourse represents the concept that speaking and writing are more than just the communication of ideas and show of ideational meaning. Relatively, these markers are signalled as social turns which involve writers, speakers, readers, and listeners cooperating with each other in order to affect the ways thoughts are presented and understood. Therefore, metadiscourse is assumed to be a significant part of communication because we need to measure the readers' or listeners' capitals for accepting the text and their expected responses in order to be capable of writing or speaking more effectively (Amiryousefi & Eslami Rasekh, 2010).

The study aims at finding metadiscourse markers used by native and non-native English academic writers. Metadiscourse markers perform different functions in writings. They play the role of bridge between writers of a text and the reader. The study explores the creation and accomplishment of persuasion. The Abstract sections of the articles of top Pakistani and American journals are selected keeping in view their opinion-oriented nature. Metadiscourse features are employed by the writers to help readers in decoding the message and views projected by the writer. They satisfy both functions of the language: textual and interpersonal. To explore the usage and frequency of metadiscourse markers in the study the Hyland Model of taxonomy is utilized. These markers engage the readers in the text Hyland's (2005) list contains 498 possible metadiscourse pieces in academic writing. To make the examination more correct and precise, the titles, references, and quotations excluded from the analysis.

Significantly, despite the tendency to concentrate on the exterior forms and effects produced by authors, metadiscourse is not an independent stylistic device with which writers can disagree at whim. It has a warm relationship with the expectations and prospects of particular ethnic and professional communities and is crucial to the backgrounds from which it arises. Writing is a social activity that has a long history, and effective metadiscourse use depends on the rhetorical context and the author's judgement of appropriate intra- and intertextual links. The contexts that control its usage and provide it with meaning must be understood in order to fully understand the

pragmatics of metadiscourse. One way to support the social ties that support knowledge generation inside academic fields is by using metadiscourse markers. One of the most prominent aspects of how we communicate in a variety of genres and settings is metadiscourse, which permeates our everyday language (Hyland, 1998).

1.1 Operational Definitions

Metadiscourse: Metadiscourse embodies the idea that communication is more than just the exchange of information, goods, or services, but also involves the personalities, attitudes, and assumptions of those who are communicating (Hyland, 2005:3)

Metadiscourse is "discourse about discourse" and refers to the author's or speaker's linguistic manifestation in his text to interact with his receivers (Vande Kopple, 1985).

Propositional material is something that can be argued about, affirmed, denied, doubted, insisted upon, qualified, tempered, regretted and so on (Halliday, 1994:40 cited in Hyland and Tse, 2004:160).

The ideational function: the use of language to represent experience and ideas. This roughly corresponds to the notion of propositional content. (Halliday, 1994)

The interpersonal function: the use of language to encode interaction, allowing us to engage with others, to take on roles and to express and understand evaluations and feelings. (Halliday, 1994)

The textual function: the use of language to organize the text itself, coherently relating what is said to the world and to the readers. (Halliday, 1994 cited in Hyland, 2005:26)

1.2 Statement of the Problem

The manifestation of authors in their research discourse is defined by the extent to which the authors show their presence when associating or stating their attitudes. It is challenging for both the users of the first language and second language English writers to create their presence in their research discourse, mainly for the second language writers of English. Many language features and strategies could perform an important role in the presence of authors in their discourse and how they get themselves and their opinion about their discourse and also their interaction with their readers. Function and usage of the metadiscourse markers have been studied in many different

frames of reference, however this area; contrastive study of the research articles from top American and Pakistani English top journals has not yet been explored. In this study, the researcher is at work to deal with metadiscourse markers, their frequency, usage, and patterns that are employed by the native and non-native authors. The current study is aimed at revealing how these markers help writers to show their standpoint in writing.

1.3 Significance and Implications of the Study

The present study holds significant value for several reasons, particularly building upon previous research conducted on the functions of discourse markers. This study aims to analyze the distinctions between native and non-native English writing by examining the use of metadiscourse markers and their various functions in the writings of Pakistani and American authors. The findings of this study would be beneficial for novice writers and learners as they gain insight into the unique and diverse aspects of Pakistani English. It emphasizes that no variety of English is superior to another, but rather highlights their distinctiveness. Furthermore, this research provides a comprehensive overview of how discourse markers are employed in writing, enabling learners to compare the usage of these markers by writers from Pakistan and the United States. Research articles serve as a fundamental means for authors to engage globally, and the arguments presented in this study offer readers a glimpse into the scholars' thought processes. This facilitates further discourse and discussions within the academic community. Novice writers can benefit from this study by learning about the effective use of metadiscourse markers in their own writings. Moreover, the study holds importance as it considers data written by proficient and knowledgeable writers of English, whether they are American or Pakistani. The results will demonstrate the distinctive ways in which these experienced writers utilize metadiscourse markers in their articles, providing valuable insights into their writing practices.

This investigation elucidates disparities in academic writing practices between Pakistan and the United States, offering pivotal insights for facilitating effective cross-cultural communication within scholarly and research communities. Researchers, authors, and academics stand to derive valuable understanding regarding culturally nuanced preferences for metadiscourse markers. Such comprehension proves instrumental for individuals aspiring to disseminate research internationally or engage

in collaborative endeavors transcending cultural boundaries, thereby elucidating rhetorical strategies resonant with diverse audiences. Pedagogically, educators and writing instructors can leverage these findings to refine instructional methodologies and materials, leveraging knowledge of prevalent metadiscourse markers in American and Pakistani academic writing to furnish targeted guidance to students from these specific cultural milieus. Furthermore, the study beckons further scholarly exploration, beckoning researchers to extend analogous comparative analyses to different global regions. Future inquiries may scrutinize the broader implications of cultural distinctions on diverse sections of research papers or deepen investigations into the ramifications of metadiscourse markers on reader engagement.

1.4 Research Objectives

The following goals are intended to be accomplished by the current study:

1. To examine the use of metadiscourse markers in text organisation
2. To examine the similarities and differences in the frequency, purpose, and usage patterns of interactive metadiscourse markers.
3. In terms of frequency, purpose, and patterns, compare the use of interactional metadiscourse markers.

1.5 Research Questions

The research questions of the current study are fundamental and straightforward. It aims to examine how often do the Pakistani and American writers project their stance and what functions do these discourse markers have in expressing their standpoint.

1. How do the Pakistani and American writers of academic English organize their texts by using discourse makers?
2. What are the similarities and differences in the use of interactive metadiscourse markers in abstracts featured in the selected Pakistani and American journals?
3. What are the similarities and differences in the use of interactional metadiscourse markers in abstracts featured in the selected Pakistani and American journals?

The first research question addresses the issue that how native and non-native academic writers are using metadiscourse markers to organize their text. How textual metadiscourse markers are employed to generate a consolidated text. The initial question requires both qualitative and quantitative analysis. It explores the markers that are implied by writers to get their text to assemble the writing, how writers bring uniformity and put together different ideas. With the purpose of examining the way by using which native and non-native writers make their academic writings more linked and bridged, a corpus driven study of how frequently interactive metadiscourse markers are employed is conducted. This exploration will provide information about their knowledge of the metadiscourse markers as linked to their binding and organizing nature.

The second question demands a quantitative analysis, as it deals with the frequency of metadiscourse markers. It scrutinizes through Pakistani and American Journal's Articles differences and similarities that are present in these two different corpora while using interactive metadiscourse markers. This question is objective as the answer will be given by using a software named, MetaPak developed by (Abbas, Shehzad, & Ghalib, 2017). A comparison will be drawn and results be shown through graphs and figures.

The third question also requires quantitative analysis, an observation of which marker in Pakistani and American corpora occur more often than the other. It investigates the likeness and variance in interactional markers in abstracts of American and Pakistani article's abstract. It is carried by computer-based software to calculate quantitatively whether there exists a momentous difference in usage of markers or not. A comparative analysis is conducted to get the accurate findings.

1.6 Delimitations of the Study

This research is focused on comparing the top journals from Pakistan and the United States, with a specific focus on analyzing articles from five prominent Pakistani journals and five American journals. Due to constraints in time and space, the scope of the study is limited to the abstract sections of these journals. The main objective is to examine the frequency, usage, functions, and patterns of metadiscourse markers present in these selected journals. The analysis primarily revolves around two categories of metadiscourse markers, namely interactional and interactive markers, as defined by

Hyland's (2005) taxonomy of the metadiscourse model. These markers will be closely examined to explore the discourse characteristics found in the abstracts of the selected journals from both countries.

CHAPTER 2

LITERATURE REVIEW

To gain a view over the theoretical and applied aspects of metadiscourse markers, it seems quite essential to have a review of the studies done so far in this field of inquiry. While the literature on metadiscourse includes the studies such as comparative native and non-native writings, there is still a need to broaden the scope of this type of investigation and add to its dimension.

2.1. Corpus Linguistics

Corpus linguistics is a distinctive topic as compared to other areas that are studied in English as it not focuses the aspect of language only. Somewhat it emphasizes on set of different methods and procedures that are implied to study language (though a major school of corpus linguistics does not agree with this association of methodology to corpus linguistics). Corpus based approach is taken for many areas of linguistics. Corpus linguistics is not a monolithic; not uniformly consists of agreed set of methods and techniques, rather it is a heterogeneous field of linguistics (McEnery& Hardie 2011).

This term *corpus linguistics* was first appeared only during early 1980s. corpus based studies has a considerable history. Gries (2009) explained corpus linguistics as the most developing and rapidly growing field in linguistics. The beginning of corpora has now unlocked new outlooks for language study and modernized the approaches of linguists and academicians towards lexicography and English language teaching (ELT). After 1980s, the practice of online language computer tools and corpora harvested great attention of English language educators and academicians towards this new and fascinating field.

2.1.1. Corpus Based Research in Description of Language

The researches and studies that are data-oriented has brought into the light that linguistic analysis can greatly get advantage from observation of real language in use; it means naturally occurring data. Consequently, the past years have seen a revolution

of corpus studies on employment of distinctive patterns of grammar, and their distribution across registers (Hyland, 2008).

2.2. Metadiscourse Markers

Hyland's (1998) study focuses on metadiscourse, which refers to specific elements in texts that organize discourse, capture readers' attention, and indicate the author's stance. The research examines the use of metadiscourse in 28 research articles across different academic disciplines to understand its significance within scientific contexts. The study identifies various functions of metadiscourse and suggests that it reflects how context and meaning are integrated to guide readers' interpretations. Metadiscourse allows writers to establish appropriate contexts and convey shared assumptions within their disciplinary communities. Although this study is a preliminary exploration, it highlights that preferred uses of metadiscourse contribute to broader patterns of scholarly inquiry and knowledge. However, these patterns are not entirely predetermined, as they are shaped by the interaction of individuals within specific disciplinary communities. The research supports the idea that social interactions within discourse communities strongly influence language use in academic genres. Additionally, analyzing metadiscourse provides insights into the norms and epistemology of those who employ it. In summary, Hyland's study emphasizes the importance of metadiscourse in academic writing, showcasing its role in establishing communication, conveying authorial stance, and reflecting disciplinary contexts and conventions.

The term "metadiscourse," which is frequently used in discourse analysis and is a relatively recent technique, refers to the actions that authors or speakers project onto their texts in order to interact with their readers. It is based on the notion that speaking or writing is a social obligation (Dafouz-Milne, 2008). It is expected to be crucial in forming the discourse, advancing the speaker's or writer's attitude, and engaging the audience. This has led to its use and use by researchers to smidgen interactional designs and to examine altered aspects of language in use. Metadiscourse markers are therefore intended to facilitate understanding of the text and provide writers with information about the main text, not the content itself.

Academic writers do not just produce texts that tell about social or natural realities but use language to recognize, build and negotiate social relations (Hyland, 1998). The interpersonal resources establish texts logically and convey credibility and reader compassion. The opinion that is creating here is that a propositional content metadiscourse difference is required as a starting point for searching metadiscourse in academic writing, but it is foolish to push this distinction too far (Hyland & Tse, 2004). My research also not only aim at producing text but it also will discuss how social relation are built, how to negotiate and how Pakistani writers try to engage readers using metadiscourse markers.

2.3. Metadiscourse Markers in Writing

In addition to expressing ideas in texts, the usage of metadiscourse markers aids in creating a connection between authors and readers. According to Hyland (2005), metadiscourse consists of "linguistic statements that relate to the developing text as well as the author and potential readers of that work." These textual cues show how authors set up their works and interact with their audience. The use of metadiscourse markers to direct the development of ideas and present convincing cases allows for genuine reader interaction. According to Hyland (2005), metadiscourse is genuinely founded on social involvement, which shows that the author is aware of the text's function as discourse. Additionally, metadiscourse is a feature of language that creates a connection between texts and disciplinary cultures and that contributes to the definition of the rhetorical environment by disclosing some of the expectations and understandings of the audience that a text is produced for. Distinguishing between discourse communities may require looking for differences in metadiscourse patterns (Hyland, 1998). According to (Riitta Luukka, 1992) every communicative position, both spoken or written, is a method of interaction stuck between the creator and the receiver of the text. Discourses and texts are not only to be measured in factual footings but they are more than facts or propositions to be carried. Texts also contain essentials that are used for textual organization and Interactional management. These features employed by the writer or speaker are called metadiscourse features. Qin & Uccelli (2019) also talked about variation in communicative context. They have discussed some of the functions of metadiscourse markers like organization of text and stance. In spite of observing the role of MDMs in academic texts that is very common, the functions of these markers is

examined in communicative context in current study. An analysis of English as foreign language learner's use of MDMs in academic and informal writings is carried out. Every participant was asked to produce two texts on the same topic; an informal and formal. The study first offered a distributional map containing MDMs and EFL in both academic and colloquial writings of EFL writers. After that, similarities and differences are found out in use of MDMs that are serving multiple goals in communicative purposes. They suggested that organizational markers like, firstly and finally do not show the quality of writing. The investigation showed that two subtypes of stance markers are predicative of quality of writing; hedges and engagement markers whereas, only positive and important relationship existed in informal situations. The intensity and range of using stance markers was positively linked to everyday writing quality, on the other hand it was negatively linked to academic quality.

According to Camiciottoli's (2003) research, possessing knowledge of metadiscourse markers can assist non-native English writers and speakers in expressing their position on an argument they have presented. These linguistic devices enable writers to actively involve readers in their writing and foster a sense of conversation. The researcher further suggests that hedges can be employed by writers to soften their statements, making the text more approachable and friendly in nature. Metadiscourse is an extensively used term in discourse analysis and is a comparatively new method that denotes the conducts that writers or speakers project themselves in their texts to cooperate with their receivers. It is an idea that is founded on a view of speaking or writing as a social appointment (Dafouz-Milne, 2008). It is supposed to play an imperative role in shaping the discourse, and motioning the writer's or speaker's attitude, and appealing to the audience. Because of this, it has been used and taken up by researchers to smidgen designs of interaction, and to discuss changed features of language in use. Therefore, metadiscourse markers are implied to make the conception of the text at ease and rendering to writers they have some data about the main text, not the text itself.

Metadiscourse devices are taken into account by writers to give meaning and sense to their statements, to bring an organization, to make it articulate and well-structured for their readership. Because of this, it is considered very significant to make an appropriate use of metadiscourse devices for second language writers, so that they

can transfer what they exactly want to (Anwardeen et al.,2013). Cheng and Steffensen (1996) has taken metadiscourse markers as a tactic or devices to develop the writing ability and how does it influence the quality of writing. They conducted a pre and posttest on experimental and controlled group, so that employment of different types of metadiscourse markers can be inspected. Results disclosed the important effect on the experimental group and it was advised that employment of metadiscourse markers develop the textual characteristics as well as elevates interpersonal extent of the text. The excessive use of attitude markers enables the writers to communicate to their readers more effectively (Siddique, Mahmood, & Qasim, 2019). Hedges serve as a functional linguistic tool that establishes connections or affiliations between cultures and texts, enabling the description of symbolic contexts and the communication of beliefs and understandings to a target audience, (Shafqat, Memon, & Akhtar, 2019). The variations in the utilization of hedges reveal noteworthy distinctions among discourse communities, as well as the methods and approaches employed by authors to shape the inferences, they intend their audience to make. Hedges can be employed strategically to leverage the beliefs, preferences, and opinions prevalent within a culture, society, or other social groups. The findings derived from such endeavors can prove valuable for English Language Teaching (ELT) practitioners, encompassing not only those involved in teaching writing, but also those engaged in teaching reading and, more specifically, guiding English writing learners in achieving specific communicative purposes.

English and Persian newspaper genre metadiscourse markers were discussed by Kuhi & Mojood (2014). The objective of the study was to investigate the influence of generic conventions and cultural factors on the use and distribution of metadiscourse within a specific genre. The researchers examined a corpus of 60 newspaper editorials from prominent newspapers in Iran and the United States, written in English and Persian, as part of a contrastive rhetoric research. The analysis focused on interactive and interactional metadiscourse indicators, following the Hyland Model (2005). Two sets of editorials displayed variations based on linguistic and cultural backgrounds. Interactional metadiscourse markers and attitude markers were found to be more prevalent than other indicators. The findings of the study suggest that metadiscourse resources significantly shape the persuasive strategies employed in newspaper

editorials. Moreover, these results indicate that metadiscourse plays a crucial role in establishing a connection with readers across different cultures. While the usage of metadiscourse in newspaper editorials remains relatively consistent compared to other genre norms, notable intercultural differences in language preferences were observed between American and Iranian editorialists.

2.3.1. Metadiscourse Markers in Spoken language

Zareifard & Alinezhad (2014) carried an analysis between a linguistic behavior; interactional metadiscourse and a non-linguistic variable; gender in thesis defenses of Persian speakers. Humanities and social sciences were the selected fields to obtain the data. Qualitative analysis revealed an important difference in using interactional MDMs. The qualitative analysis, on the other hand showed some similarities between male and female in using metadiscourse markers. Females use more interactional markers than males.

Taguchi's (2002) study encompassed a meticulous analysis and exploration of discourse markers within the context of English conversational registers, utilizing corpora derived from spoken American English conversations. The study by Taguchi (2002) aimed to fill a gap in research by examining discourse markers in different types of English conversations. Previous studies had identified discourse markers, but there was limited understanding of how they were used in specific contexts. The study focused on three types of conversations: family, professor-student, and server-customer interactions. By analyzing the frequencies and functions of discourse markers in these contexts, the research aimed to uncover patterns and variations in their usage. The primary objective of the research was to scrutinize the usage of discourse markers across distinct spoken registers. To achieve this, three conversational corpora were purposefully selected: 12 instances of familial discourse, 11 professor-student exchanges during office hours, and 10 interactions between servers and customers. Building upon previous studies, a total of twelve discourse markers were identified. These utterances were extracted and examined within their respective contexts using the monoconc concordance program. The investigation employed both qualitative and quantitative analyses, unveiling a significant disparity in the frequency distribution of discourse markers. These distribution patterns were scrutinized in light of the specific purpose served by each discourse marker. The research aimed to compare the

frequencies of discourse markers across the three levels, establish connections between various discourse markers, and explore the characteristics of communicative situations through the utilization of these markers. The findings indicated a clear association between the distribution patterns of discourse markers and the situational attributes of individual registers. Certain discourse markers, such as "you know" and "I mean," were found to be more prevalent in professor-student and family conversations. Moreover, some markers exhibited diverse functions even within specific registers, thereby supporting the multifunctionality observed in prior studies. Furthermore, the research revealed that certain discourse markers served as both presentation and reception markers, as exemplified by the case of "oh," which fulfilled both roles. Similarly, "yeah" served as a reception marker while also assuming the function of a presentation marker. The investigations unveiled distinct profiles of discourse markers across different registers, thus underscoring their inherent variability.

Kuhi et al. (2020) undertook an empirical investigation pertaining to the online Farsi translation of metadiscourse markers utilized in American presidential debates. Despite the limited frequency of metadiscourse markers within the realm of translation studies, their communicative essence and their contribution to text coherence warrant a comprehensive examination. American president's debate of 2016 and its two online translations by BBC News (The British Broadcasting Corporation) and IRIB (The Islamic Republic of Iran Broadcasting). The focus of study was to find out similarities and differences between interactional MDMs used by American president and its online translations. Results showed vital change in original text and translated text. English text contained more markers as compared to its translated versions. Translators made a lot of changes while translating. This move has reduced the interpersonal relationship between speaker and listeners.

Zhang et al. (2017) conducted a multidimensional analysis to investigate metadiscourse signals across various spoken registers. The main aim of the study was to examine co-occurrence patterns and the differences in metadiscourse marker (MDM) usage between spoken language registers. The study focused on three factors that distinguish spoken from written registers: situational participant characteristics, communicative goals, and surroundings. These factors also influence the usage of metadiscourse markers. The authors found that metadiscourse markers were more

frequently employed in spoken registers compared to written registers. Their primary objective was to examine the co-occurrence patterns and disparities in the usage of metadiscourse markers across different spoken language contexts. By analyzing a corpus of 126 spoken texts and applying a modified reflexive metadiscourse model, they explored the variations in metadiscourse usage in informal conversations, discussion broadcasts, scripted speeches, unscripted speeches, and non-discussion broadcasts. The study identified three key factors that distinguish spoken registers from written registers, namely situational participant characteristics, communicative goals, and surroundings. These factors were found to influence the frequency and usage of metadiscourse markers. Interestingly, the findings revealed that metadiscourse markers were more commonly employed in spoken registers as compared to written registers.

2.3.2. Metadiscourse Markers in Academic Writings

Academic writing is usually considered as neutral and objective form of discourse, it does not include personal opinions and ideas. It is perceived as impersonal because it includes projection of truth that is based upon empirical evidence and sound kind of logic. But now, academic writing is taken as attempt to persuade readers and to build a relationship between readers and writer (Hyland, 2005).

Ghafar et al (2022) study the employment of meta-discourse markers and techniques in English books that are published by Punjab textbooks for their students. Scholars use metadiscourse markers (MMs) in their writing to effectively express their ideas. Metadiscourse helps readers understand the main idea and identifies the writer's preferences and perspectives. This study examines the use of metadiscourse markers in English language books published by the Punjab Curriculum & Textbook Board. The data collected for the academic year 2018-2019 focuses on interactive and interactional features. The study analyzes metadiscourse markers based on their length (one word, two words, or three words). The data was gathered using the AntConc 4.0.10 program. The results indicate that interactive metadiscourse markers were used more frequently than interactional ones. The most common subcategories of interactive markers were transition markers and code glosses. The data also showed engagement markers and self-mentions as common subcategories of interactional markers. Overall, the study concludes that the frequent use of interactive metadiscourse markers in the Punjab Curriculum & Textbook Board's English language books makes them accessible and

reader-friendly. This research highlights the importance of metadiscourse markers in academic writing and curriculum design, offering valuable insights for further understanding metadiscourse features.

Tse and Hyland (2008) carried a research on corpus of academic book reviews that are written by male and female writers and as well as interviews with concerned to biology and philosophy fields. Results show that interactional resources are used twice than interactive ones by both genders' writers. Male writers used engagement markers, hedges, boosters and self-mentions more than female writers. In details, female writers used more transitions and evidential markers regarding in terms of interactive markers. There was no important difference between male and female writers in the employment of code glosses. Overall, both genders implied various kind of metadiscourse markers.

Davaei (2013), examined two types of Hyland's interpersonal metadiscourse that are implied by male and female students when writing composition. Twelve students between 26-33 including 5 males and 7 females who have been studying chemistry engineering in Islamic Azad University were selected as a sample for the study. A small task of writing eighty words composition in ten minutes on a given topic, without giving them any instructions, was assigned to them. The data, that comprised on compositions was collected and analyzed both qualitatively and quantitatively. Results of the analysis revealed that students used all types of metadiscourse markers excluding two subcategories of interactive markers; endophoric and evidentials. The most frequently used marker was noted to be self-mention, and the least frequently employed marker were hedges and boosters in both males and females. Furthermore, differences between genders in terms of using metadiscourse markers with different degrees of existence was noticed in overall interpersonal MDMs.

Studies on academic written discourse is increasing in general and on English for particularly academic drives. It is so because the features of interaction between writer and reader has invited a bulk of research activity in order to make students and researchers aware of communication devices to become perfectly socialized into research community. In these settings, the procedure of getting into discourse community and making use of relevant devices to socialize and reader friendly is seen as being dependent on knowledge and competence in writing process of the writers of appropriate discourse community (Hyland, 2004). Blagojevic (2004) taken Norwegian

and English prose writers into account and analyzed metadiscourse markers in their academic writings. The study aims to bring out the similarities and differences between English and Norwegian native speakers' prose writing. The basis of research was in the idea that metadiscourse features vary depending on their linguistic culture as habits of traditional writing influence writing communities in academic writings. Writing culture of the writer is easily mixed up with foreign language writing community that cause misinterpretation between writer and his reader. This transfer of writing activities sometimes spoils the authenticity and proposed content of the text. In addition to culture oriented dissimilarities in employment of metadiscourse markers, discipline based differences were also irrespective of the author's cultural and language background. Findings revealed that there are commonalities in linguistic activities are more significant than the differences in usage of markers based on language and cultural context.

Bal-Gezegina (2016) worked on book reviews and analyzed metadiscourse markers. Book reviews, published in academic journals contain both positive and negative assessment of the book. Metadiscourse markers are taken into consideration in this work because of their engaging and evaluative activities in linguistic culture. This cross cultural study investigated about the ways and usage American and Turkish book reviews have metadiscourse markers. Hyland's (2004) metadiscourse model was adopted to investigate the book reviews that were selected from different disciplines. Five common metadiscourse devices were noticed mainly and investigated in writings. Findings indicated that English book reviews contain more interpersonal metadiscourse markers than Turkish corpus. The most significant difference in both the corpora was of hedging device that is used to tone down the statement of writer. Metadiscourse markers show momentous differences depending on different cultural background. Some writers are more reader friendly and keep projecting themselves in their texts, while others are not aware of the proper usage of metadiscourse markers.

Intaraprawat & Steffensen (1995) taken into account the usage of metadiscourse markers in good and poor essays written by students of University who studied English as a second language. There are two parts of a text that are propositional content and metadiscourse features. The present study explored the metadiscourse markers in writings of students of English as a second language in terms of persuasive writings.

The essays, when checked got good and poor ratings accordingly. There were many differences in good and poorly rated essays like distribution of markers at different positions and number of words. The main difference between good and bad essays was in frequency of metadiscourse markers used by writers, as good essays contained more metadiscourse features within each category than poor essays. It was given that trained writers know how to maintain relationship with writer, how to make readers believe the text and to engage them properly in text by projecting themselves so they employ more metadiscourse markers. Whereas, poor writers are unable to maintain a relation with readers and produce less persuasive text.

Falahati (2004) worked on interactive metadiscourse marker's one category; hedges across two languages; English and Farsi across academic discourse in three disciplines; medicine, chemistry and psychology within introduction and discussion sections. The researcher has explored the division of forms and functions of hedging in academic research articles. Results indicated that English writers implied more hedges than Farsi writers in their research articles. In addition of this, division of hedges varied across different disciplines. The finding revealed that hedging devices are present in discussion section more frequently than introduction section as discussion section favours hedging more. In introduction section it was seen that more accuracy and authenticity-based hedges were used whereas discussion section contained more writer-oriented hedges. Hedges are used differently across different disciplines. Similar study regarding hedging devices stated that the interpretation of hedges as a means to create uncertainty is plausible but lacks concrete evidence from the corpus. Moreover, while the proposed model for categorizing hedges is introduced, its theoretical underpinnings and relationship to previous models are not adequately discussed. Future research could build upon these findings to provide a more nuanced understanding of hedges in PENE and their impact on reader engagement and interpretation. The use of hedges indicates the writer's inclination to acknowledge alternative perspectives and opinions, thereby refraining from fully endorsing a particular proposition. Hedges are employed as linguistic tools, such as terms like "think," "might," "probable," and others (Siddique, Mahmood, Akhter & Arslan, 2019).

According to (Hyland, 1998), Metadiscourse alludes to parts of books that unequivocally put together the talk, it grabs attention of readers and predicts the attitude

of the author. Its' part of setting up and keeping in touch between the author and users and between the essayist, what's more, the message additionally makes it a focal realistic idea. It is contended that metadiscourse furnishes journalists with methods for building proper settings also, suggesting shared disciplinary presumptions. The investigation of scholarly metadiscourse can accordingly offer bits of knowledge into our comprehension of this idea and enlighten a significant. Hyland's study further examines that this study is just an initial phase in analyzing the impacts of disciplinary setting on metadiscourse and the outcomes should be affirmed in various orders and classifications. One way to enhance our understanding of academic discourse and knowledge is by recognizing the potential benefits of using metadiscourse. While the specific applications of metadiscourse cannot be definitively determined, it is important for individuals involved in disciplinary societies to possess an informed and unbiased understanding of how to construct and interpret various forms of metadiscourse. Consequently, academic discourse can be seen as a dynamic and creative process shaped by a commitment to shared understanding and established norms of communication. Therefore, the findings presented in this study provide additional evidence supporting the notion that social interactions within discourse communities significantly influence the use of language in academic genres. Likewise, an examination of linguistic features, including metadiscourse, can reveal valuable insights about the principles and epistemology of those who employ them.

Al-Rubaye (2015) studied metadiscourse in the academic inscription of EFL and ESL Arabic-speaking Iraqi graduate students. The concept of metadiscourse is general that supports the idea of writer reader interaction and engagement of readers in the text instead of being taking this as only persuasive writing and in turn it makes text readerfriendly. The current study investigates metadiscourse in L2 academic text of Arabicspeaking advanced English learners. It takes into consideration the influence of various environments, English as a second language (ESL) and English as foreign language (EFL), also the effect that time have on the writer's metadiscourse development. Findings showed mixed result, quantitatively, the EFL group shared similarities to those of control group of native speakers in using overall metadiscourse markers. Whereas, ESL group was closer to control group in more than half of the subcategories.

Qualitative analysis of data revealed that learners of English as a second language were closer to control group in four categories that assisted them to build their logos and ethos. Another finding told that both groups were unsuccessful in employing other MDMs to express their obvious behavior and engage readers. Researcher suggested to impart the knowledge of rhetorical features to make academic writings better.

Sattar et al. (2018) Carried an analysis of personal metadiscourse markers; a comparative study of American and British varieties with Pakistani English. Nouns and pronouns make straight reference to the writer or reader of the text. These personal metadiscourse markers function as visibility markers in the text and call up to reader's participation in the text. Purpose of the study was to picture a comprehensive image of the patterns of pronominal forms employed by Pakistani learners and native English speakers in written texts. Analysis of the study revealed a significant difference across two corpora. Pakistani writers employ more than twice MDMs as compared to American university students and in turn American students employ these markers twice as much British university students. results show that British writers are authentic on the other hand Pakistani learners are eloquent and obvious. Whereas, American students are connected to their readers that they have imagined and engage readers with different expression. So, it can be assumed that employment of these markers is different in different varieties.

Khedri et al. (2014) conducted a study on interactive metadiscourse markers in academic research article abstracts. They found that analyzing linguistic features in abstracts can cover various types of issues. Metadiscourse markers, which are an important part of linguistic features, help make the text persuasive and provide information to the discourse community. Interactive markers are commonly used in text to engage readers and convey the writer's stance in arguments, demonstrating their commitment and attitude towards the reader. The study aimed to investigate the use of interactive metadiscourse markers in abstracts written by researchers from different disciplinary communities in the soft sciences. The researchers aimed to effectively communicate with their audience by producing well-organized and persuasive discourse. Hyland's (2005) interpersonal model of metadiscourse was employed to analyze 60 research article abstracts in Economics and Applied Linguistics. The study revealed significant differences in the use of interactive metadiscourse markers between

the two disciplines. The findings showed significant differences in the usage of interactive metadiscourse markers between the two disciplines. However, the study did not examine other disciplines or explore the generalizability of the findings beyond the soft sciences. Additionally, it is unclear whether the analysis was qualitative, quantitative, or a combination of both.

Mirshamsi & Allami (2013) studied metadiscourse markers in conclusion section of theses written by Persian and English students and claim that metadiscourse markers help the readers to produce reader-friendly and comprehensible text, that has a significant role in academic writing. Inclusively, the findings backed the idea that languages depend on specific use of MDs, making themselves explicable to their readership inversely.

2.3.3 Employment of Metadiscourse Markers in Cross-Cultural Studies

The study of Kaplan (1996) is considered as a starting point of the cross-cultural studies about 50 years ago. His work put emphasis on linguistic and cultural differences in the writings of students who hold English as their second language. According to him, every language and culture have their specific rhetorical patterns and he holds this difference as a problem for non-native users.

Furthermore, the studies regarding metadiscourse do not only represent the cross-cultural or cross-discipline variations, but it also varies among the different genders (Zadeh et al., 2015) studied the interactive and interactional metadiscourse markers in the conclusion section of the English master theses. They categorized the conclusion section into two parts; one-part comprising of the male writers and the other belongs to the female writers. They studied variations made by gender in using metadiscourse markers. Metadiscourse markers are used to tell something without explicitly writing that. Men and women have different styles of writing to persuade the readers. This was done in order to study the variation in the usage of the metadiscourse markers between the male and female students. These markers were analyzed descriptively and referentially. Descriptive analysis shows that both male and female writers applied more interactional markers in translation, teaching, and literature as compared to the interactive markers. Whereas the referential statistics revealed a significant difference

between males and females regarding the use of interactive and interactional metadiscourse markers.

Ozdemir & Longo (2014) conducted a significant cross-cultural study of metadiscourse markers use in thesis abstracts. The focus of study was to find out the cultural variations in using metadiscourse markers between the abstract of the postgraduate students of Turkey and USA written in English. The examination has shown that there were some cultural differences in the quantities and kinds of metadiscourse. The study marked that writing in English as a non-native speaker can influence the ability of the writer to hypothesize the association between writer and reader in the diverse cultural background inferred by the communication condition. Findings further recommended that students who learned English as non-native speakers may find it difficult in viewing the structural elements of the text and how the text links to other texts in their area.

Mur-Duenas (2011) Intercultural analysis of metadiscourse devices in English and Spanish research articles was conducted. There has been a tilt towards interpersonal nature across academic communication. Taking only discipline, Business Management into account, the analysis of metadiscourse markers has been done focusing on cross cultural analysis. It explored to which degree the employment of metadiscourse markers in different context like, Us international and Spanish national effect the tactical use of these markers in this disciplines. For data collection, 24 research articles were selected from this discipline. Momentous differences were noted on the overall usage of metadiscourse markers. Findings supported the view that linguistic and cultural context has influenced the choice of scholars during writing their research articles. According to Mur-Duenas (2011) in the same genre and same disciple, different encoding and interpretation of knowledge and various interpersonal relationships were found.

Tavanpour et al. (2016) conducted a cross cultural study of Iranian and American columnist. The aim of study was to explore interactional metadiscourse markers in sports news in newspaper. Basically these markers are used to build a relationship between readers and writers of the text so that they keep in touch with the ideas of writer. The findings indicated that Iranian and American writers used attitude markers and boosters in different ways. Additionally, hedges were found to be more frequently employed in the Iranian corpus compared to the American corpus. American

writers, on the other hand, used fewer hedges when compared to Iranian non-native writers.

2.3.4 Metadiscourse Markers in Journal and Newspaper Articles

Trajkova (2011) examined the functional and linguistic aspects of hedges. The investigation focused on English and Macedonian newspapers, with the aim of studying how hedges contribute to persuasion. The study also considered the impact of cultural differences on the usage of hedges in written texts. The analysis revealed that modal verbs were the most frequently used hedges in editorials. Additionally, the study proposed that certain signals in writing style and reader comprehension vary across different geographical areas and writers, emphasizing the influence of cultural differences. The findings suggest that the use of interpersonal features such as hedges and boosters depends on cross-cultural disparities among writers. The results indicate that the employment and application of these linguistic markers can be predicted by taking into account the variations and contrasts within a specific culture.

Rashid, Ali, and Abbas (2020), explores the use of metadiscourse markers in opinion articles from Pakistani and American newspapers. The study finds that American writers use more metadiscourse markers than Pakistani writers. It also reveals that hedges, which convey doubt and uncertainty, are more common than boosters, which express confidence. Both Pakistani and American writers use hedges more frequently. However, when presenting factual information, writers from both countries prefer to use boosters to sound more confident and assertive. The research provides valuable insights into cross-cultural differences in writing styles and the use of metadiscourse markers.

In their 2016 study, Farzannia & Farnia looked at metadiscourse indicators in the introduction sections of mining engineering articles in both English and Persian. Hyland's (2005) taxonomy of metadiscourse was used to evaluate the data. Study showed that cultural differences exist in terms of amounts and types of metadiscourse markers. The outcomes show noteworthy differences in the example of code glosses and evidentials. The usage of boosters, engagements, and endorphics by American and Persian authors was almost the same across corpora. Attitude markers and self-mentions were the less common metadiscourse markers in both corpora and this can be connected to the nature of hard sciences as they are taken as objective and impartial. Another study

about Interdisciplinary variation of Metadiscourse in Pakistani Research Papers of Soft Sciences focuses on the exploration of metadiscourse in Pakistani research discourses, specifically within the fields of English, Education, and History. It aims to investigate interactive and interactional metadiscourse and its usage patterns within these academic communities. The findings of the study indicate significant variations in the occurrence and prototypicality of metadiscourse employment within Pakistani research discourses when compared to international studies. This variation in metadiscursive usage may be attributed to several factors, including cultural and contextual differences. However, the study points out that this variation could potentially contribute to dialogic closure, hindering effective persuasion, negotiation, and engagement with international gatekeepers, reviewers, and readers (Abbas & Shehzad, 2020). The findings suggest the need for further investigation and consideration of metadiscourse usage to enhance effective communication and engagement with international academic audiences.

In a study conducted by Siddique, Ahmad, and Ahmad (2020), the researchers examined how editorials in Pakistani English newspapers (The Frontier, Dawn, The News, and The Express Tribune) use different techniques to shape their content. They collected a total of 1000 editorials (250 from each newspaper) and analyzed them using a software called AntConc 3.4.4.0. The researchers followed an interpersonal model developed by Hyland (2005) in their study. The findings of the study indicate that The Frontier newspaper employs framing devices more frequently compared to other Pakistani newspapers. This suggests that framing devices play a role in influencing readers' perspectives. Additionally, the study suggests a list of 121 framing devices from Hyland's (2005) work that can be used for future research. This list can serve as a valuable resource for future researchers interested in studying frame markers across various genres. The results contribute to the understanding of discourse organization and offer a foundation for further investigations in this area.

Takimoto (2015) added in his research that social sciences and humanities disciplines are subjective in nature, the usage of hedges and boosters in these areas is more frequent than natural sciences. It happens because natural sciences discipline is more objective and fact based in nature so it requires objectivity. Mubeen and Ali (2021) carried a similar study on thesis of PHD written in pure science and social sciences and found that scholars in the Social Sciences employ a higher frequency of

attitude markers compared to those in Pure Sciences, enabling them to convey their presence, opinions, feelings, and personal viewpoints within their writing. Hedges and boosters are therefore, are less frequently used in these articles than humanities and social science articles. Results of the study disclosed that employment of hedges and boosters varies according to the discipline and individual characteristics and features of the discipline. The same happens in case of genre, because every genre has its specific set of characteristics and properties.

Akbas (2012) conducted a research on metadiscourse markers in abstract sections of master theses across various groups; native speakers of English, native speakers of Turkish and Turkish speakers of English speakers in social sciences. The researcher examined how the writers of theses employ metadiscourse markers and also it was noted that whether students from shared culture use similar features or not. The employment of metadiscourse markers in Persuasive writings written by students learning Turkish as a foreign language is carried out. Mixed method research was done to analyze the data. Data for investigation was collected from foreign students who were studying at Mersin University Turkish Application and Research Centre in the form of persuasive written texts. The Study indicated that metadiscourse markers were not easy for students, there were problems in producing organized and convincing text. (Esmer 2018).

In a study conducted by Imtiaz (2021), a comparison was made between native and non-native speakers in terms of their use of metadiscourse markers in English Newspaper Editorials. Metadiscourse markers are linguistic resources used by writers to organize and enhance the persuasiveness of their texts. The study aimed to examine the similarities and differences in the use of metadiscourse markers between native and non-native varieties of English. Data was collected from 15 English newspapers representing native English-speaking countries (America, New Zealand, and England), as well as non-native English-speaking countries (Pakistan, India, and Sri Lanka). Following the metadiscourse model proposed by Hyland (2005), the study focused on interactional metadiscourse markers. The total occurrences of these markers were calculated and compared between native and non-native varieties. The findings revealed significant differences in the use of interactional markers in English editorials. Particularly, variations were observed in the utilization of hedges and self-mentions

between the two groups. Overall, native English editorials demonstrated a higher frequency of metadiscourse markers compared to non-native editorials. The use of metadiscourse markers by native speakers contributed to a more structured, persuasive, and engaging text.

Fuertes-Olivera (2001) studied Metadiscourse in slogans and headlines that are important for advertising and persuasion. The importance of metadiscourse markers can be seen in engaging readers in text and also in systematizing it. As it provides a connection between author and audience it plays noticeable role in convincing and connecting readers to author. Keeping in mind the context dependent nature and that it is connected to the norms of special setting of metadiscourse markers, the study has considered metadiscourse devices that are employed by copywriters to build up slogans and headlines. It is assumed by the researchers that advertising English should have functions of informing and manipulating as advertising is related to covert communication. Results showed that specific examples that are taken from typical women's magazine identified that interpersonal and textual metadiscourse markers assist copywriters to project a convincing message under the umbrella of informative mask. Likewise, Sukma & Sujatna (2014) studied interpersonal metadiscourse markers in opinion articles written by Indonesian writers. Newspaper is that genre where metadiscourse markers are used to persuade readers as they can guide the reader to believe in something or to reject anything. Purpose of the study was to explore interpersonal metadiscourse categories and subcategories that exist in newspaper articles. Data was selected from eleven Indonesian newspapers' articles based on Dafouz's (2008) classification of interpersonal metadiscourse markers. Findings of the study showed that Indonesian writers use interactional metadiscourse categories and subcategories like hedges, attributors, and cognitive verbs respectively.

A comparative examination of business e-mails by non-native speakers of English in terms of metadiscourse features has been held. Carrio-Pastora & Calderonb (2015) are of the view that metadiscourse markers could be applied to other fields too other than academic genres, so the data selected for research contained digital business communication. The focus of the study was particularly on interactional metadiscourse markers classified as boosters. Business emails of two non-native groups who were speakers who used English as a medium for business communication working in an

export company were investigated and compared. Spanish and Chinese workers were selected to bring the data for analysis. Researchers were aimed at investigating the difference in use of boosters and how different writers use them differently that can be taken as tool to employ politeness and confidence in business context. different linguistic backgrounds play role in using boosters by writers. In business writing, these markers are very important in terms of showing certainty, commitment or indicating the facts.

Farahani & Sabetifard (2017) worked on metadiscourse markers used in English News writing by English Native and Iranian Writers. A corpus based study analyzed and compared the features of metadiscourse markers in news writing in terms of their distribution and usage. Hyland' (2005) model of metadiscourse markers was adopted to analyze data. Findings revealed that the English authors employ more MDMs than Persian writers. In addition to this, results also indicated that interactional metadiscourse features were present in greater amount in both corpora as compared to interactive metadiscourse markers. Besides, interactional corpus, hedges were used more frequently than other markers.

Akbarpour & Sadeghghli (2015) studied Ken Hyland's interactional model in OUP publications. The purpose of study was to find out how differently interactional markers are used by different research article writers to convince the readers and to engage them in text. To constitute data for the study, research articles from different disciplines; Humanities, Life sciences, social sciences, Law, Physical sciences, Mathematics, Economics and Medicine were selected. Hyland's model of interpersonal markers was implied to know that to what degree writers use interpersonal devices. Findings of the study showed significant similarities and differences cross and across the mentioned fields. In addition to this, results endorse that certainty and uncertainty markers play a vital role in writing research articles. Self-mentions in study indicated that writers want to project themselves in their writing. Writer-reader interaction is considered an important part of gaining communicative purpose in every discourse community.

Saraswati & Pasaribu (2019) carried a similar kind of research. They aimed at evaluating interactive and interactional metadiscourse markers in science and humanity journal articles. Besides this, they also focused on evaluating the gender differences in

using metadiscourse markers. Corpus-assisted study is employed to analyze forty humanity and science journal articles written by equal proportion of male and female; twenty. The study concluded that humanity journals contain more interactional markers, as these markers are used to alert the readers of writer's stance. Results revealed that there is no significant difference between usage of metadiscourse markers by male and female authors. So, the study disclosed the view that discipline is more important in observing the use of metadiscourse markers rather than gender. Another Study by Nafel & Abdelhalim (2020) explored the differences in employment of interactional metadiscourse markers because of gender. They took EFL academic essays by both male and female writers. Researchers are aimed at revealing the results considering discursive psychology and cultural differences. Data was analyzed since the model proposed by Hyland (2005). A qualitative investigation to determine the function of metadiscourse markers was carried out that discovered the truth that there is difference between male and female students in implying some interactive markers. In addition to this, the study also supported the idea that culture and psychological variations also play part in producing differences in using markers by both genders.

2.4. Pakistani Studies Related to Metadiscourse Markers

Many studies in the field of metadiscourse markers are conducted in Pakistan. Comparison of Pakistani writers of different fields and genders are taken into account to observe the usage of metadiscourse markers. These markers are evaluated from different perspectives. Theses, newspapers and articles are analyzed to remark the usage and functions of metadiscourse markers. Cross-cultural studies are also carried to bring out the differences in employing metadiscourse markers by native and non-native writers. But the current study is aimed at bringing the differences out in journal articles that are written by writers of English on language. Specifically, the formal writers of English are selected for this purpose. Articles for analysis would be taken from HJRS that is an authentic website recognized by HEC. In the study, both; native and nonnative writers of English have the competency in writing English, they are well aware of the formal requirements of the academic studies.

Shafique, Shahbaz, & Hafeez (2019) conducted a comparative study of American and Pakistani research articles. 100 research articles of the natives are taken

for analysis. Corpus based mixed method approach is implied to carry out research. Both; qualitative and quantitative analysis of metadiscursive devices are done. Analysis of the articles shown that Pakistani research writers employ more interactive markers and English writers make more use of interactional metadiscourse markers. The study concluded that English native writers are more persuasive in their writings as they keep guiding readers through text and involve them by using different markers effectively. The norms of both research writers vary from each other. The most considerable interactional marker was booster which helps the authors to convey their standpoint with authenticity.

According to Siddique, Mahmood, & Iqbal (2017) metadiscourse markers are verbal resources that are used by writers to shape their discourse and express their position about the content or the reader. An analysis of metadiscourse markers of Pakistani English newspapers is conducted. The frequencies of metadiscourse features have been counted and compared, and additional studied metadiscourse markers functionally on the basis of propositional and non-propositional contents. Studies was carried on the basis of inclusive model on interpersonal metadiscourse markers that is characterized into interactional and interactive metadiscourse markers. The overall corpora used interactive markers more than interactional metadiscourse markers. The corpus of one newspaper contained more interactional metadiscourse markers. this shows that the writers of the newspaper are reader friendly.

Ahsan Bashir et al (2021) study meta-discourse markers in Pakistani English writings that are used in writing English newspapers. Metadiscourse markers are linguistic tools used to maintain text coherence while assuming a communication tone with readers. Due to their crucial role in the portrayal of society, current social issues are frequently addressed in newspaper editorials. Investigating editors' linguistic choices and their usage of metadiscourse elements is crucial for presenting current concerns in a way that provokes thought. In the current study, the characteristics of metadiscourse markers are analyzed in editorials from Pakistani Sunday newspapers. Its nature is both quantitative and qualitative. The Nation and Dawn, Pakistan's two most prominent English-language newspapers, are utilized to compile the editorials, and the Hyland and Tse (2004) model of interpersonal metadiscourse serves as the theoretical foundation. The results showed that both corpora made extensive use of

metadiscourse markers, with interactive markers being more consistent than interactional markers and very minor changes in hedge, booster, and engagement markers. Overall, the findings show that editorial authors frequently employ persuasive aspects while guiding their readers through text using metadiscourse markers, resulting in editorials that are reader-friendly. The use of metadiscourse elements in creating a reader-writer relationship is emphasized.

In their 2016 study, Ahmed et al. examined how interactional Metadiscourse markers were used in Pakistani and British engineering research articles. The interactional analysis of the research articles authored by engineering students from a cross-cultural perspective was taken into consideration. The "Interpersonal model" of metadiscourse developed by Hyland & Tse (2004) served as the foundation for this investigation. Before doing an analysis of the data, interactive markers were removed using Hyland's (2005) taxonomy of metadiscourse markers. Results showed that British writers used interactional signals more often than writers from Pakistan. Boosters were the sole interactional signal that Pakistani students studying civil engineering used more frequently than British students. Boosters, according to Rashid, Ali, and Abbas (2020), can enhance the strength of an argument and convey conviction in the author's standpoint. They may include words or phrases such as "definitely," "undoubtedly," "clearly," or "certainly." When used effectively, these boosters can persuade readers and make the author's assertions more persuasive. However, an excessive or inappropriate use of boosters can undermine the author's credibility. Overusing boosters might lead to an impression of arrogance or an unsupported sense of certainty. It is crucial for authors to strike a balance between expressing confidence and acknowledging potential counterarguments or uncertainties.

Analysing metadiscursive features in argumentative writing by Pakistani undergraduate students was the subject of a recent study in that country. The perseverance with which the study examined the usage and distribution of Metadiscourse structures in argumentative essays written by Pakistani undergraduate students, as well as the functions performed by these particular elements. The investigation also took into account how suitable and inappropriate this particular text was. To carry out the current study, researchers used Hyland's Interpersonal model of Metadiscourse (2005). Results show that Pakistani undergraduate students are happier

using the Interactive dimension than the Interactional Metadiscourse. Results are significant because they help newcomers understand how students are using metadiscourse markers incorrectly (Mahmood & Javaid, 2017). Similarly, Yazdani & Salehi (2016) inspected and compared the use of metadiscourse markers between Persian and English online headlines with in the timeframe of first two months of 2015. Purpose of the study was to find out whether they Persian and English headlines share same use of metadiscourse markers. Corpora included different fields, economic, sports, entertainment, politics, social and world news. Interactive and interactional metadiscourse markers were used in headlines. Investigation discovered that Persian writers of different fields use more metadiscourse markers than English.

Shafqat, A., Arain, F., & Dahraj, M. T. (2020) discusses a study that examines the use of metadiscourse markers in argumentative essays by undergraduate students. The findings show that interactive markers were used more frequently than interactional markers, with transition markers being the most common and endophoric markers being less common. The study suggests that understanding and using metadiscourse markers can benefit English language teaching and help teachers improve students' writing skills. However, the excerpt lacks detailed information about the study's methodology and does not address potential limitations or biases. A more comprehensive analysis and consideration of these factors would strengthen the study's findings. A research study in Pakistan examined how ESL undergraduate students use metadiscourse markers in their writing. I think that the research has practical implications, as it can help teachers improve students' writing skills and encourage variety in their writing. Understanding metadiscourse markers can also help learners analyze language for social interaction. The study emphasizes the importance of these markers in English Language Teaching (ELT) and suggests further exploration in different genres. Overall, the study provides valuable insights for educators and researchers in the field.

CHAPTER 3

RESEARCH METHODOLOGY

This section of the study encompasses various aspects, including the study's nature, design, population, data collection method, research tool, theoretical framework, analytical framework, and research design. The Hyland (2005) model of metadiscourse markers is employed to demonstrate how these markers facilitate communication between the author and readers, as well as between the author and the text. Extensive details regarding the population, data collection process, and research design have been presented.

3.1 Theoretical Framework

The study is based on the well-known Taxonomy of Metadiscourse concept developed by Hyland in 2005. This approach classifies these markers into two main groups: interactive and interactional markers, each of which has a number of subgroups. While interactional metadiscourse markers allow authors to involve the reader in the text, interactive metadiscourse markers help authors organise their ideas in the text. Interpersonal traits will be the main topic of the current investigation.

In addressing the first research question, the study applies Hyland's taxonomy, specifically focusing on interactive markers. These markers, such as transitions, frame markers, endophoric markers, evidential markers, and code glosses, contribute to guiding the reader through the text and structuring the information effectively. The taxonomy facilitates a nuanced examination of how writers from both cultural contexts employ these markers to shape the organization and flow of their academic discourse.

For the second research question, the study leverages Hyland's taxonomy of interactive markers to explore the specific subcategories, including transitions, frame markers, endophoric markers, evidential markers, and code glosses. This approach allows for a detailed analysis of how these markers are utilized in both Pakistani and American academic writing, unveiling potential variations and commonalities in their usage patterns.

The third research question delves into interactional metadiscourse markers, encompassing hedges, boosters, attitude markers, engagement markers, and self-mentions. The application of Hyland's taxonomy to these interactional markers facilitates an exploration of how writers involve the reader, convey conviction or uncertainty, express attitudes, engage with the audience, and establish a presence within the academic discourse.

3.1.1 Model of Analysis

Metadiscourse is fundamentally an open category (Hyland, 2005) that can be studied in frequent ways. Hence, a diversity of metadiscourse taxonomies have been proposed by researchers in different fields. Considering all metadiscourse as interpersonal, Hyland (2005) recommended a tentatively vigorous and logically reliable model of metadiscourse.

3.1.2 Interactive Markers

These markers enable the writer to accomplish the information flow so as to deliver his chosen understandings. Interpersonal markers benefit to direct the reader over the text. They include the following subcategories;

These markers enable the writer to accomplish the information flow so as to deliver his chosen understandings. Interpersonal markers benefit to direct the reader over the text. They include the following subcategories;

1. Transitions

These markers mostly specify: contrastive, additive, and consequential stages in the discourse. Some examples of these markers are: in addition, thus, but and, etc.

2. Frame markers

They specify boundaries of the text or elements of schematic manuscript structure, like: finally, my purpose here is, to conclude, etc.

3. Endophoric markers

These refer to data or information in other parts of the text. Some examples include: in section, noted above, see figure, etc.

4. Evidential

They denote to bases or sources of information from other manuscripts, such as: X states, (Y, 2010), According to X, etc.

5. Code glosses

They support readers hold functions of ideational material. They illustrate the reaffirmations of ideational data, for example: namely, in other words, such as e.g., etc. The interactive factor, according to Hyland (2005), has to do with the writer's awareness of a participating audience and the actions he or she takes to suit that audience's potential knowledge, rhetorical expectations, interests, and processing capacities. By intruding and observing their message, writers regulate interaction in ways that are part of the interactional component. The phrase "a model of metadiscourse in academic literature" is used to describe this proposed concept (Zarei & Mansoori, 2011) This metadiscourse taxonomy will be used in the current study to examine the data.

3.1.3 Interactional Metadiscourse Markers

They include the reader in the argument. They emphasize on the members of the interaction and pursue to display the writer's identity and a mood reliable with the norms of the disciplinary community. The interactional resources include:

1. Hedges

They completely block the writer's guarantee to the proposition. Examples include might, about, possibly, etc.

2. Boosters

They draw attention to a strong point or the author's conviction in the proposal. Examples include, without a doubt, in reality, unquestionably, etc.

3. Attitude markers

These indicators convey the writer's opinion or degree of boldness in response to propositional material. Examples include: regrettably, I concur, unexpectedly, etc.

4. Engagement Markers

They directly address the reader or establish a connection with them. Examples include think about, you can see that, take note of, etc.

5. Self-mentions

First-person pronouns and possessives are used to directly discuss the authors' presence. I, us, our, my, your, and more examples.

3.2 Analytical Framework

The procedure or model used to draw conclusions is explained by an analytical framework. To assess the data within an analytical framework, one or more models are used. Metadiscourse features are employed by the writers to help readers in decoding the message and views projected by the writer. They satisfy both functions of the language: textual and interpersonal. To explore the usage and frequency of metadiscourse markers in the study the Hyland (2005) Model of taxonomy was utilized. These markers engage the readers in the text Hyland's (2005) list contains 498 possible metadiscourse pieces in academic writing. To make the examination more correct and precise, the titles, references, and quotations were excluded from the analysis.

Significantly, metadiscourse is not an autonomous stylistic device with which writers can differ at will, although there is an inclination to focus on external forms and the effects created by authors. It is essential to the backgrounds in which it befalls and is warmly connected to the standards and prospects of specific ethnic and professional communities. Writing is a traditionally located social activity and operative metadiscourse use is reliant on a rhetorical context and the writer's opinion of suitable interpersonal and intertextual relationships. To comprehend the pragmatics of metadiscourse, it must be positioned in the backgrounds which govern its use and give it meaning. Metadiscourse markers can be seen as one means of helping the social connections which subsidize knowledge production within academic disciplines.

Metadiscourse is an omnipresent aspect of our everyday language, and a chief feature of the ways we communicate in a range of genres and setting (Hyland, 1998).

3.3. Chi-Square Goodness Fit Test

Chi-Square Goodness of Fit Test plays a vital role in assessing the conformity between observed data and expected frequencies. According to Hair, Black, Babin, and Anderson (2019), this statistical method allows researchers to examine the goodnessof-

fit by comparing observed data to the anticipated distribution. Field (2018) further elaborates that the test evaluates the adequacy of hypothesized distributions and identifies any deviations from expected patterns. By calculating the Chi-Square statistic, which quantifies the differences between observed and expected frequencies, researchers can determine whether these differences are significant. If the test statistic exceeds the critical value, the null hypothesis can be rejected, indicating a significant discrepancy. This test provides researchers with a quantitative measure of the goodness of-fit, allowing them to draw conclusions about the consistency of their data with theoretical expectations (Pallant, 2021). The Chi-Square Goodness of Fit Test is a valuable tool in research methodology for assessing the appropriateness of data distribution and identifying potential deviations from expected patterns.

3.4 Research Design of the Present Study

First, I used a non-probability quota sampling that is judgment or purposeful sampling approach to get abstract data. I carefully copied abstracts from research papers from 2018, to 2022. About 96261 words are gathered from research papers. I created two corpora out of the data. Pakistani Corpus (47040), and US Corpus (49221). From each country, five English research journals have been chosen.

Additionally, the researcher chooses only abstract of research articles published in journals related only to English. Total 572 abstracts have selected for analysis of data, in which 240 abstracts were from Pakistani journals and 332 abstracts from American journals. The irrelevant information was removed, and the data was changed to plain text file format. Finding the corpora's frequency, and metadiscourse markers were extracted by using the Metapak software, Product version 2.0. The data was then analyzed using Hyland (2005) Model of taxonomy metadiscourse markers Analysis.

3.4.1 Mixed Research Approach

The researcher used qualitative and quantitative methods to adopt a mixed research methodology for the current study. When used with compiled corpora, corpus tools like word frequency produces quantitative data, while metadiscourse markers analysis produces qualitative analysis that prepares the path for Hyland (2005) model of taxonomy. A mixed research approach is a type of research methodology that mixes, clarifies, and interprets both qualitative and quantitative methodologies, according to

Creswell's (2003) definition. The present study is quantitative and qualitative because, according to McEnery and Wilson (2001), the Corpus Linguistic and Hyland (2005) model of taxonomy analysis serve to make the qualitative and quantitative results of MDMs more objective, accurate, specific, and generalizable.

3.4.2 Population of the Study

Choosing the population for a research study is carefully thought out and prepared. Kohari (2004) asserts that a researcher should select a population appropriate for answering his research questions since doing so enables me to more fully and successfully deduce the answer from the available data. To discover the answers to the questions, the researcher considers all abstracts published in the chosen English Pakistani and American journals during the period of 2018 to 2022.

3.4.3 Research Sampling

Judgmental sampling, also known as authoritative sampling or purposive sampling, is a non-probability sampling method that only relies on the researcher's experience and discretion to choose sample participants. This sampling method creates a sample based on the researcher's expertise. As a result, the outcomes are probably highly accurate and leave little opportunity for error (Kumar, 2018). The investigation is guided by the researcher's judgement when employing non-probability sampling techniques (Suri, 2011).

In order to gather the data, a judgemental or purposive sampling tool was used. From 2018, through 2022, abstracts made up the majority of the journals. The information from the journals was gathered with the aid of search terms like "English social studies," "English Humanities".

3.4.4 Data Collection Methods

To construct a specific corpus for the current study, the researcher collects abstracts from journals related to linguistic from the Pakistani and American journals related to metadiscourse markers, i.e., interactive, and interactional markers. For the current study, the researcher has chosen five English-language journals from Pakistan, and America. For the corpus compilation, the researcher recommended using five

English-language publications from each country; these journals include Journal of Linguistics and Literature, Kashmir Journal of Language Research, Pakistan Languages and Humanities Review, Evena Journal of Linguistics and Literature, Hayatian Journal of Linguistics and Literature, Modern Language Journal Language, SEL; Studies in English Literature, Research in Language and Social Interaction, International Journal of Language and Communication Disorders.

Additionally, the researcher only looked at abstracts of the two countries journals. The metadiscourse markers have two distinctive parts, interactive which are text-oriented markers, and interactional which are readers-oriented markers. The researcher has chosen the selected journals from which only abstracts have been analysed using Hyland (2005) taxonomy model of metadiscourse markers.

3.4.5 Compilation of Corpora

After gathering data from specific newspapers, the researcher stored the collected information in MS Word files, assigning separate names to each of the three corpora. To utilize the Metapak software, the Word files were converted into plain text format. Before being processed by the software, the corpora files needed to undergo cleansing, which involved removing unnecessary text such as titles, subheadings, images, links, tables, references, as well as names of columnists, editors, and reporters as described by McEnery and Hardie (2012). Additionally, any duplicated text was eliminated so that each piece of text occurred only once. Subsequently, the two corpora were cleaned by removing redundant elements, and then the files were converted into plain text for the Metapak software to process.

3.4.6 Data Collection Procedure

The researcher organised all the 10 journals from the two countries into a database and placed it in a folder. A total of 572 Abstracts of linguistic, with a substantial 96261 words, between 2018 and 2022. The Pakistani corpus and the United States Corpus are the two divisions I made in the corpus. Then, for each corpus, I make a plain text file of each.

A mixed-methods study employed in two steps. At first Metapak 2.0 developed by (Abbas, Shehzad, & Ghalib, 2017) used to extract the data at the beginning. The metadiscourse markers of interactive and international categories in the abstracts of

journals about the English linguistic in the two countries were analysed using the Hyland (2005) model of taxonomy.

3.4.7 List of The Journals Selected for Study

Pakistani Journals

1. Journal of Linguistics and Literature
2. Kashmir Journal of Language Research
3. Pakistan Languages and Humanities Review
4. Evena Journal of Linguistics and Literature
5. Hayatian Journal of Linguistics and Literature

American Journals

1. Modern Language Journal
2. Language
3. SEL; Studies in English Literature
4. Research in Language and Social Interaction
5. International Journal of Language and Communication Disorders

Table 3.1

Details of Abstracts' frequency in the Journals

N	Country	Abstracts	Total Abstracts
1	Pakistan	240	572
2	USA	332	

The study compares the number of abstracts from Pakistan and the USA in academic research. The dataset includes a total of 572 abstracts, out of which 240 are

from Pakistan and 332 are from the USA. This information indicates that the USA has a higher representation in terms of abstracts compared to Pakistan. The abstracts represent a summary of research studies conducted in these countries, highlighting their contribution to academic literature. Further analysis and interpretation of the abstracts could provide insights into the research output and areas of focus in both countries.

3.4.8 Description of Metapak Software and its Tools

Metapak a metadiscourse software developed by (Abbas, Shehzad, & Ghalib, 2017), Air university scholars. Corpus linguistics is a qualitative and empirical method that looks at how languages are used in daily life. In corpus-based investigations, the main data are obtained in machine-readable format. Before drawing a conclusion on a language phenomenon, it aims to investigate, locate conclusive evidence from the specialised corpus, and analyse linguistic items, trends, markers, patterns, co-textual patterns, and co-occurrence. Corpus tool metadiscourse markers in Metapak software 2.0 was the only corpus linguistics methods employed in the current study to extract data since it is considered to be the most useful and acceptable. This software has two categories of metadiscourse, i.e., interactive; text oriented-markers and interactional readers-oriented markers.

The interactive factor, according to Hyland (2005), has to do with the writer's awareness of a participating audience and the actions he or she takes to suit that audience's potential knowledge, rhetorical expectations, interests, and processing capacities. By intruding and observing their message, writers regulate interaction in ways that are part of the interactional component. The phrase "a model of metadiscourse in academic literature" is used to describe this proposed concept (Zarei & Mansoori, 2011) This metadiscourse taxonomy will be used in the current study to examine the data.

3.4.9 Data Analysis

The corpora from the selected abstracts were gathered and described using the Hyland (2005) metadiscourse model of taxonomy to analysis data for this project. They suggest a few possible sequential processes that analysis might follow. Developing research questions for the project under consideration is the first stage. The second part of the study involves choosing appropriate data and compiling a corpus of it for analysis. The

third stage involves choosing the best corpus linguistic tools for analysis. The researcher has chosen two corpus tools to help with the analysis of this study. These are markers and its analysis. Utilizing Corpus Linguistic (CL) techniques like frequency, and collocation, the fourth stage is locating the novel metadiscourse markers. This step is important because it identifies the developing patterns and subjects that are most common in the corpus. Collocation lends context-specific meaning to the text in corpus linguistics. Since the organisation is aware of the words it uses, collocations typically involve connections between them. Collocations are the name given to these regular word combinations. In text analysis, contextual meaning is essential, especially in media discourse. Applying metadiscourse model of taxonomy proposed by Hyland (2005), metadiscourse markers extracted from corpora using Metapak software version 2.0 are evaluated.

CHAPTER 4

DATA ANALYSIS

The analysis of data in this study was conducted using the Hyland model of metadiscourse categories. The selected journals' abstracts were examined, and metadiscourse markers were classified into two groups: interactive metadiscourse and interactional metadiscourse. Interactive metadiscourse included frame markers, evidentiary markers, endophoric markers, code glosses, and transition markers, while interactional metadiscourse encompassed boosters, hedges, attitude markers, selfmentions, and engagement indicators. A quantitative analysis and comparison of the data were performed, and metadiscourse markers were extracted using the Metapak program developed by a Pakistani scholar. The examination of instances of metadiscourse markers from both corpora constituted a significant part of the study.

To ensure logical and rational results, equal numbers of journals were chosen from both countries. Five leading journals were selected based on their quantity, quality, and reputation. Pakistani journals approved by the Higher Education Commission of Pakistan were included in the analysis. Table 4.1 demonstrates the significant variation in the number of abstracts across the chosen journals. For example, the American Modern Language Journal had 75 abstracts, while the Pakistani Journal of Linguistics and Literature had 35. The Kashmir Journal of Language Research and Language and Communication Journal had 60 and 101 abstracts, respectively, indicating a noticeable disparity. Similarly, the Hayatian Journal of Linguistics and Literature and International Journal of Language and Communication Disorders had 28 and 85 abstracts, respectively, showcasing another significant difference. The corpus for this study was constructed based on the proposed metadiscourse model, and data were obtained from journals listed as sources on the Higher Education Commission of Pakistan's website. The selected journals met specific criteria, including being Englishlanguage sources from American and Pakistani journals, being published at least twice a year, having approval from the Pakistani HEC, and being available online. In total, 240 abstracts from Pakistani journals and 332 abstracts from American journals were included in the analysis.

4.1 Comparative Frequency of Two Countries Corpora

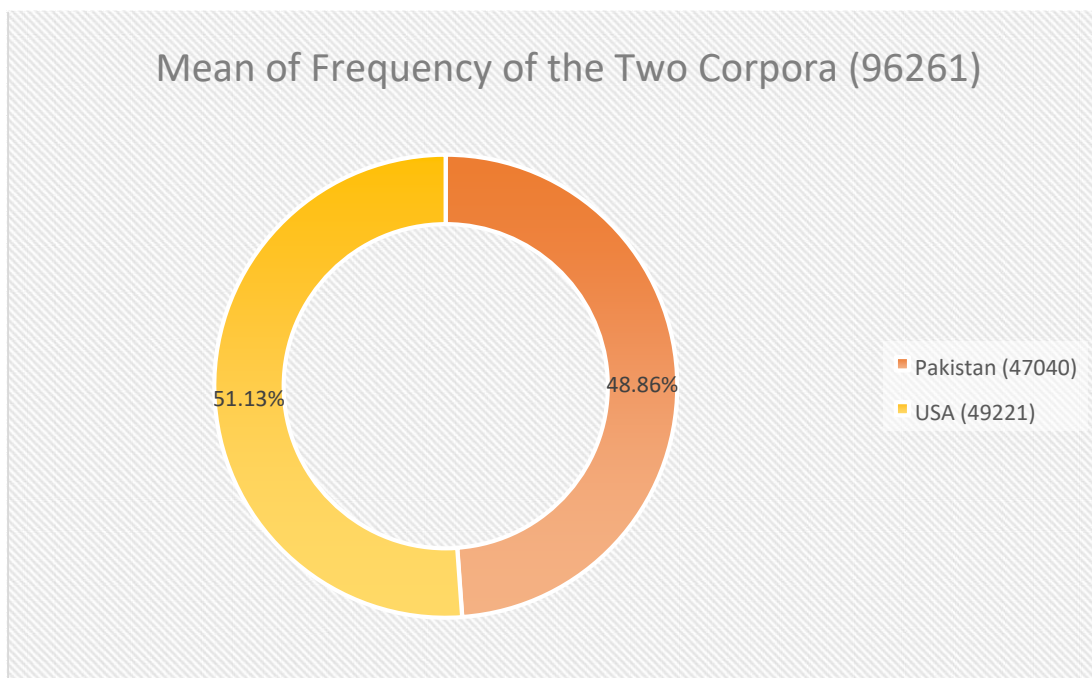
This study examines the usage, engagement, and frequency of metadiscourse markers by both native and non-native authors. The two nations' frequencies in the abstract's corpus are distinct and noticeably different. The choice of genres has been preserved in this study, which is one thing. English linguistics is chosen in order to produce an unbiased and objective conclusion. From the years 2018 through 2022, five journals from each nation have been chosen. The combined frequency of the two corpora is 96261, with Pakistani corpus coming in at 47040, ranking it second only to the American corpus' total of 49221 terms. In terms of abstracts, table 4.2 shows that American publications (332) are more numerous than Pakistani publications (240). This demonstrates that throughout a 4-year period, from 2018 to 2022, American journals published more research papers than Pakistani publications did.

Table 4.1

Details of frequency in the two Countries' journals

No	Country	Abstract	Frequency	Total Frequency
1	Pakistan	240	47040	96261
2	American	332	49221	

Figure 4.1 *Frequency and Mean of Frequency of the Three Corpus*



Note: *The percentage of country frequency multiply by 100 and divided by total frequency.*

The proportion between the two corpora is shown in figure 4.1. According to the study, American corpus is higher than Pakistani corpus by 51.13%. Additionally, Pakistani corpus has a mean of 48.86%. It suggests that Americans are more eloquent, knowledgeable, and capable of research and inquiry. Further evidence that Americans are interested in publishing more articles to feed the world comes from the high mean of the American corpus.

Table 4.2

Metadiscourse Markers Instances in the Two Corpora

No	MD Markers	Types of MD Markers	Examples
1	Interactive	1. Transitions	in addition, thus, but and
		2. Frame Markers	finally, my purpose here

Markers		is, to conclude
	3. Endophoric Markers	in section, noted above, see figure
	4. Evidentials Markers	X states, According to X
	5. Code Glosses Markers	namely, in other words, such as
	1. Hedges Markers	might, about, perhaps, possibly
2	Interactional Markers	
	2. Boosters Markers	it is clear that, undoubtedly, in fact, definitely
	3. Attitude Markers	unfortunately, I agree, surprisingly
	4. Engagement Markers	consider, you can see that, note that
	5. Self-mentions Markers	I, we, our, my, your

Note: *MD means Metadiscourse*

Markers of Metadiscourse List (MDMs) In light of the data analysis, this study has produced distinctive MDMs that have been split into two categories: the first is interactive, and the second is interactional. Two sources were used to plan the MDM lists, one for each category. The elements of interpersonal metadiscourse were derived from Hyland's (2005) book *Metadiscourse: Exploring Interaction in Writing*. Following the final lists' refinement, lists were referred to in the final list of metadiscoursal categories, including interactive and interactional.

4.1.1 Interactive Metadiscourse Markers in Both Corpora

Both corpora, which are listed in the accompanying table 4.4, are quantitatively evaluated for the metadiscourse category, or interactive markers. The data from Pakistani and American journal corpora show significant disparities in the five subcategories of interaction indicators. The first marker, "transition," appears in the corpora with about equal frequency. Only 10 markers separate Pakistani journals that have used this marker 2203 times from American journals that have used it 2213 times. One point that has to be brought out is the disparity in data frequency across the entire corpus, which is roughly 2000 words. In the metadiscourse of Hyland (2005) interactive markers, the second marker is frame, which has four further sub-markers. Sequencing frame marker (SFM) frequency in Pakistani data is 122, compared to 154 in American data. Only 12 Label Stages Frame Markers (LSFM) frequencies exist in the Pakistani corpus compared to 18 in the American corpus. Announce goal Frame marker (AGFM), the third sub-category, had 83 frequency compared to 67 frequencies in American data. Even though the American journals have more data than the Pakistani journals in this case, the Pakistani journals have used more markers against them. The last one is Shift Topic Frame Marker (STFM), which occurs in corpora 60 and 62 in Pakistani and American metadiscourse journals data about equally frequently.

Table 4.3

Interactive Markers in Corpora

Category	Sub-	Pakistani Fre	American Fre	Total categories	(2706)
		(2818) Frequency			
				5524	
Interactive Markers	Transition Markers	2203	2213		4416
	Frame Markers	277	301		578
	Endophoric Markers	46	45		91

Evidentials Markers	19	7	26
Code Glosses	161	252	413

Endophoric, the third interaction marker, has a 46 frequency in Pakistani data compared to a 45 frequency in American data. This metadiscourse marker occurs 91 times overall in the corpus of almost 100,000 words. The fourth metadiscourse marker, "Evidential," is another one. In Pakistani data, this marker occurs 19 times, but only 7 times in American data. The fifth and final interactive marker is "Code-Glosses," which has a tremendous frequency of 413 in the American corpus and a frequency of 161 in Pakistani data.

4.1.2 Chi-Square Goodness of Fit Test of Pakistani Data

The table presents the results of a chi-square goodness-of-fit test for different categories of Interactive Markers. The observed values are the actual frequencies observed in each category, while the expected values are the frequencies that would be expected if the data followed a specific theoretical distribution. The differences between observed and expected values, as well as their squared differences divided by the expected frequencies, are provided. However, since the p-value obtained (12.43) is higher than the typical significance level of 0.05, there is no significant effect observed in the comparison of the two nation's data.

Table 4.4

Chi-Square Goodness of Fit Test of Pakistani Data

Interactive Markers	<i>Observed</i>	<i>Expected</i>	<i>Difference</i>	<i>Difference Sq.</i>	<i>Diff. Sq. / Exp Fr.</i>
TM	2203	2163.23	39.77	1581.65	0.73
FM	277	283.16	6.16	37.95	0.13
EnM	46	44.57	1.43	2.04	0.05
EvM	19	12.73	6.27	39.31	3.09

CG	161	202.31	-41.31	1706.52	8.44
					12.434

Note: Expected Value= row total * column total/ N

The Chi² value is 12.434. The *p*-value is .0144. The result is significant at *p* < .05.

4.1.3 Chi-Square Goodness of Fit Test of American Data

The chi-square goodness-of-fit test statistic obtained is 11.935, which is higher than the specified significance level of 0.05 (typically used for determining statistical significance). This indicates that there is evidence to suggest that the observed data significantly deviates from the expected distribution. In other words, the differences between the observed and expected values in the different categories of Interactive Markers are unlikely to have occurred by chance alone. The higher value of the chisquare test statistic relative to the given significance level suggests that there no significant effect or difference between the data.

Table 4.5 *Chi-Square Goodness of Fit Test of American Data*

Interac tive Marker s	<i>Obs erved</i>	<i>Exp ected</i>	<i>Diffe rence</i>	<i>Diffe rence Sq.</i>	<i>D iff. Sq. / Exp Fr.</i>
TM	2213	2252.76	-39.76	1580.86	0.70
FM	301	294.85	6.15	37.82	0.13
EnM	45	46.45	-1.45	2.10	0.05
EvM	7	13.26	-6.26	39.19	2.96
CG	252	210.68	41.32	1707.34	8.10
					11.935

Note: The Chi² value is 11.935. The *p*-value is .01784. The result is significant at *p* < .05.

4.1.4 Interactional Metadiscourse Markers in Both Corpora

Interactional markers, which characterise the writer or speaker's mood and mindset, are the second category of interpersonal metadiscourse according to Hyland (2005). This category contains five subcategories, and the "hedges" marker is one of them. It occurs 334 times in the Pakistani corpus and 485 times in the American corpus, for a total of 819 times in the corpora. The term "booster," which occurs more frequently in the Pakistani corpus than the American corpus, is surprising because the American corpus has more words than the Pakistani corpus. In a corpus containing 591 markers from Pakistan, the word "booster" is used 315 times, while it is used 276 times in an American corpus.

Table 4.6 *Interactional Markers in Corpora*

Interactional Markers	Categories	Sub-categories	Pakistani Fre (1302)	American Fre (1964)	Total Frequency 3266
		Hedges Markers	334	485	819
		Boosters Markers	315	276	591
		Attitude Markers	81	76	157
		Engagement	447	779	1226
	Markers				

Self-mentions 125 348 473

The third subcategory is the "Attitude" marker, which is present in all five interactional markers at very low frequencies. Contrary to American corpus, Pakistani corpus has this subcategory's highest frequency, at 81 and 76 respectively. The 'Engagement' marker has the highest frequency in both corpora, and there is a significant variation in its frequency. It occurs 447 times in the Pakistani corpus and 779 times in the American corpus. The fact that this group of interactional markers has the highest overall frequency of any of the five subcategories, 1226, is another significant aspect of it. The last subcategory under "interactional indicators" is "selfmentions." With a difference of more than 100%, this category is utilised 348 times in the American corpus compared to 125 times in the Pakistani corpus. This interactional marker has a total frequency of 473.

4.1.5 Chi-Square Goodness of Fit Test of Pakistani Data

The chi-square goodness-of-fit test statistic obtained is 57.360. It is important to compare this test statistic to the critical value or p-value which is 0.05 to determine the statistical significance of the observed deviations. Therefore, there is no significant difference in data collected for the study. Further, the chi-square goodness-of-fit test validate the study more.

Table 4.7 *Chi-Square Goodness of Fit Test of Pakistani Data*

Interactional Markers	<i>Observed</i>	<i>Expected</i>	<i>Difference</i>	<i>Difference Sq.</i>	<i>Diff. Sq. / Exp Fr.</i>
HM	334	326.49	7.51	56.40	0.17
BM	315	235.6	79.40	6304.36	26.76
AM	81	62.58	18.42	339.30	5.42
EM	447	488.74	-41.74	1742.23	3.56
SM	125	188.59	-63.59	4043.69	21.44
					57.360

Note: The Chi² value is 57.36. The p-value is < .00001. The result is significant at $p < .05$.

4.1.6 Chi-Square Goodness of Fit Test of American Data

The table of a chi-square goodness-of-fit test for different categories: HM, BM, AM, EM, and SM. The observed values represent the actual frequencies observed in each category, while the expected values represent the frequencies that would be expected if the data followed a specific theoretical distribution. In the HM category, the observed value is slightly lower than the expected value, resulting in a negative difference. For the BM category, the observed value is significantly lower than the expected value, leading to a substantial negative difference. In the AM category, the observed value is slightly lower than the expected value, resulting in a negative difference. In the EM category, the observed value is slightly higher than the expected value, leading to a positive difference. Lastly, in the SM category, the observed value is considerably higher than the expected value, resulting in a significant positive difference. The chi-square goodness-of-fit test statistic, which represents the overall discrepancy between the observed and expected values, is calculated as the sum of the squared differences divided by the expected frequencies. In this case, the test statistic is 38.001.

Table 4.8

Chi-Square Goodness of Fit Test of American Data

Interactional Markers	<i>Observed</i>	<i>Expected</i>	<i>Difference</i>	<i>Difference Sq.</i>	<i>Diff. Sq. / Exp Fr.</i>
HM	485	492.5	-7.50	56.25	0.11
BM	276	355.39	-79.39	6302.77	17.73
AM	76	94.41	-18.41	338.93	3.59
EM	779	737.25	41.75	1743.06	2.36
SM	348	284.45	63.55	4038.60	14.20
					38.001

Note: The Chi² value is 38.001. The *p*-value is < .00001. The result is significant at *p* < .05.

4.2 Interactional Markers Comparison and Analysis in the Corpora

Interactional markers draw the reader into the discussion. They place a focus on the participants in the dialogue and work to reveal the writer's individuality and the connection he forms with the reader. With the use of the Metapak version 2.1 software created by Pakistani Air University scholars Akhter Abbas, Wasima Shehzad and Hassan Ghalib, these markers are extracted from the corpus in this study. Due to their increased frequency in both corpora and their relevance to the study, only five markers from the corpora are chosen for investigation. Because they can provide a layer of differentiation between the writers' writing styles and strengthen their connection to the reader.

4.2.1 Comparison and Analysis of Hedges Marker in the Corpora

According to Hyland (2005), hedges are the indicators that make the content unclear and turn a fact into an opinion about the topic at hand. Hedges, on the other hand, was deemed a sign of civility by Brown and Levinson (1987). Hedges are significant, because according to both countries' corpora, they provide a writer with a safe exit from the reader's complaints. Although the corpora employed more hedges, these five were chosen for comparison and context analysis since they were used the most frequently.

Table 4.9 *Difference of Frequency in Hedges Marker between Pakistani and American Journals*

No	Hedges Marker	Pakistani Journals (334)	American Journals (485)
1	May	25	66
2	About	48	62
3	Suggest/s/ed	33	45
4	Indicate/s/ed	30	28
5	Frequently	26	9

The first marker in hedges is "may," which has the highest frequency in the corpora and is a very significant marker. Abstracts from Pakistani publications use it 24 times, while American journals use it 65 times. The frequency of this marker differs by roughly three times. According to Hyland's (2005) metadiscourse model, it demonstrates that American writers were less certain of the facts and that they tended to express their opinions as opposed to the truth. In the first example from the American corpus, it is said that there is confusion or doubt regarding the proposition that "children may add" or "children cannot add" by pursuing more than spontaneous uptakes. In the second case, it is less clear whether or not the presence of co-occurring psychiatric issues makes children's evident challenges worse. Although this study appears to be getting closer to scientific reality, the author, who has less support for the claim, used the hedging symbol "may" to distance themselves from the outcome.

1. *Our analysis shows how police officers display and deal with this dilemma and that children **may** add to it by pursuing something more than naturalistic uptakes.* (American Corpus)
2. *For instance, co-occurring psychosocial difficulties **may** amplify children's observable difficulties, leading to greater access.* (American Corpus)

Because they have employed less hedges markers—almost one-third less than American writers—Pakistani writers' text is more fact-based than American writers. The first example raises more serious concerns about his conclusions because it is less confident or, one could argue, inaccurate about the fact that study findings are not always applicable to teachers. Here, the author employs the hedge symbol "may" to put the ball in the reader's post, leaving it up to them to make the factual determination. The second incident illustrates the same pattern of ambiguity and doubt on how hegemony provokes disadvantaged groups to lessen their resistance. In order to leave the reader with a double sense of ambiguity, the author here uses the words "although" and "may".

1. *The findings of this study **may** be useful for teachers to re-evaluate their perceptions of themselves in terms of reading assessment competence to improve their classroom practices.* (Pakistani Corpus)

2. *However, this hegemony **may** provoke a strong resistance and subsequent endeavors by the oppressed ameliorate their socioeconomic status.* (Pakistani Corpus)

The following hedging marker, "about," occurs 48 times more frequently in the Pakistani corpus than in the American corpus. The "about" marker is a tool in the writer's arsenal to keep distance from anomalous outcomes or discoveries that are unclear. It is used when the writer is unsure about the numbers or result. It is used as a preposition in Pakistani language to indicate proximity to something, connection to something, or how about and what about. In the corpus, there is only one instance where the phrase "rough approximation of something" is used.

1. *The research tools comprise computer-assisted corpora of **about** 2.6 lac words from the selected newspapers and the Multidimensional Analysis Tagger (MAT) with 67 linguistic features.* (Pakistani Corpus)

Instance 1 provides a more vivid explanation of the term. The writer in the example is unsure of the precise quantity of words, which is why the word "about" is employed to hide their ignorance. The remarkable thing is that there is no use of the word "about" in a rough estimate in the American corpus, indicating that the writers there are more certain of their facts and figures. The American corpus has more "about" markers than the Pakistani corpus does.

The word "suggest/s/ed," which appears in three different inflections, is the third hedges marker in the corpus. It is used 33 times by Pakistani abstract writers and 45 times by American authors. When expressing an opinion about a result, a set of findings, or a future plan, this marker is utilised. Instance 1 in the American corpus refers to the outcome that suggests the word-focused activity for word learning.

1. *These results **suggest** that learning through word-focused tasks is far from guaranteed.* (American Corpus)
2. *However, recent findings **suggested** that it also affects cognition, especially executive functions, social cognition, language, and pragmatics.* (American Corpus)

The conclusions that were "suggested" to the reader regarding how cognition impacts are discussed in Example 2. The authors of the abstracts express their opinions in an effort to persuade the readers of the findings.

According to the Pakistani corpus, they also employed the same linguistic feature pattern regarding "suggest/s/ed." Instance 1 demonstrates that the researcher discovered cartoon characters with a male and female tendency from viewers who identified as both genders, and made the judgement about what each gender wanted in a cartoon character.

1. *Findings **suggest** that boys are inclined to save and rescue, show power, desire knighthood, and admire the stout and muscular body of male cartoon characters while girls are fascinated by submissiveness and politeness, beauty, and the ideal physique of female characters. (Pakistani Corpus)*
2. *The researcher **suggests** that an understanding of existential purpose is crucial in life, and it is when we are denied such knowledge that we are isolated and disorientated. (Pakistani Corpus)*

The identical narrative, which is the researcher's "opinion" to the reader, is revealed in a second occurrence in the Pakistani corpus. Indicate/s/ed, the fourth marker in the hedges, occurs 28 times in the Pakistani corpus and 30 times in the American corpus. This marker also lessens the writer's conviction in the accuracy of the information. The examples from both corpora also show that the authors of journal abstracts had a limited understanding of the facts, as evidenced by the way they utilised the marker "suggest" in example 1 of the Pakistani corpus, which includes information.

1. *The findings **indicate** that by high-lighting the brands associations with certain religious, social, and cultural events and customs in the advertisement texts shared on the Facebook pages... (Pakistani Corpus)*

American corpus has the same instance regarding the 'indicate' marker. The below instance describes the result about the students deaf and hard-of-hearing language learning experiences.

1. *Our results **indicate** that deaf and severely hard-of-hearing students foreign language learning experiences...(American Corpus)*

The last marker of hedges in interactional markers is ‘frequently’ which has 26 frequencies in Pakistani corpus but only 9 in American corpus. This marker describes the numbers or quantity but not in an actual figure.

*1. In what has been termed the global era, individuals from diverse linguistic and cultural backgrounds **frequently** participate in joint activities that require intercultural communication. (American Corpus)*

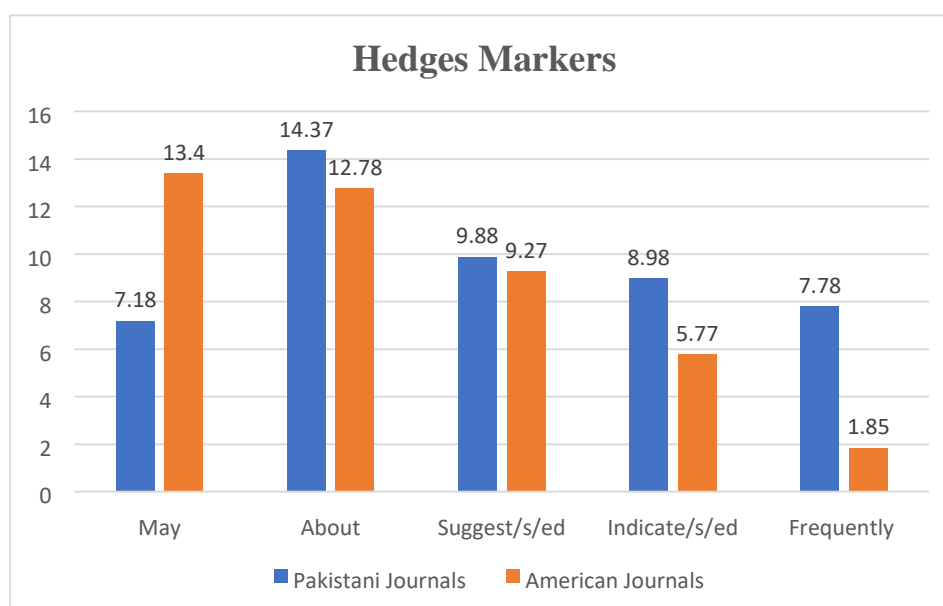
The above American example the researchers reveal that individuals participated in activities frequently, not sure how many times, that is how he uses ‘frequently’ marker in hedges.

*1. The analysis showed that various lexical items occur **frequently** in the Vice-Chancellors messages. (Pakistani Corpus)*

The aforementioned Pakistani corpus example also demonstrates how the writer's uneasiness can be seen in the frequent marker usage. The number of lexical items used in Vice-Chancellors' messages is unknown to the author. All of these instances demonstrate the narrative that is predicated on the hedges marker, which states that writers use hedges when they are unsure of the facts in order to save face.

Figure 4.2

Hedges Markers' Percentage Comparison



The percentage comparison between Pakistani and American journal writers is seen in Figure 4.2. The highest ranking of the five hedges marker subcategories is

"around." What's surprising about this marker is that writers rarely use it as an adverb in Pakistani corpus to signify "rough estimate," preferring instead to use it in preposition semantics. American culture hasn't entirely utilised it as an adverb to denote quantity. The main distinction between "may" and "often" markers relates to frequency. Additionally, this marker only occurs 1.85% of the time in the American corpus, the lowest frequency of any marker. American frequency is almost twice as frequent in the "may" marker than Pakistani frequency is in the "frequently" marker, though. There is a 3% difference in the frequency of the 'indicate/s/ed' marker in hedges but no discernible difference in the 'suggest/s/ed' marker.

4.2.2 Comparison and Analysis of Booster Markers in the Corpora

The research used "boosters" for meta-discourse markers, which are language devices that allow writers to convey confidence in their assertions and a keen interest in the subject (Hyland, 2005). As a result, the writers place a strong emphasis on the veracity of any assertions made or positions adopted. The five markers were chosen for the investigation because of their importance and frequency. The word "show/s/ed" appears the most frequently in both corpora out of the five. American corpus contains 111 overall frequencies, compared to 85 for Pakistani corpus.

1. *The results of the study **show** significant gender differences in the use of beggars' discourse.*
2. *The finding of the study **showed** that Imran Khan constantly uses cricket language in his political speeches for different purposes like positivity, negation, tribute/praising, patriotism, emphasizing rules, and boasting/power showing.*

The first example shows that the researcher's findings about the various discourses used by beggars are accurate and that they have a major impact on the readers. The writer was confident in demonstrating Imran Khan's use of cricketing language in political statements in the second example.

1. *They use them, we shall **show**, as irreplaceable elements in performing all kinds of actions from managing the structural flow of interaction to indexing states of mind and much more besides. In this introductory essay we outline the phonetic*

and embodied interactional underpinnings of language and argue that greater attention should be paid to its nonlexical elements. (American Corpus)

2. *Results **showed** a positive stance toward a multilingual policy and general readiness to implement it. (American Corpus)*

American corpus writers are more assured and convinced as a consequence of their research that they should utilise the base verb from the journals in the first occurrence together with a stronger modal verb that "should show." Additionally, the second example uses the "seen" marker to make the claim more certain and factual. In these situations, the authors prefer to convey their certainty to the readers in this way because they are confident in their conclusions.

Table 4.10 *Difference of Frequency in Boosters Marker between Pakistani and American Journals*

No	Boosters Marker	Pakistani Journals (315)	American Journals (276)
1	Certain/ly	21	6
2	Find/s/found	86	30
3	Show/s/shown/showed	85	111
4	Know/known	20	28
5	Demonstrate/s/ed	12	35

'certainly/ly' in the corpora is the next marker in the booster metadiscourse category. American writers used this marking six times, while Pakistani writers used it 21 times. The frequency of this marker varies considerably. Pakistani authors are more definite than American authors in this regard. According to Collins dictionary, the word

"certain" has two meanings: the first is "being sure," and the second is "relating to and expressing amount." The 'certain/ly' marker is employed as a 'referring and indicating amount' 21 times in the Pakistani corpus, which is unexpected given its frequency. It is used twice as an adverb and both times it conveys the concept of "being sure."

1. *As Wordsworth is assured of his literary gifts toward the end of The Prelude, similarly The Longest Journey is **certainly** a major step forward in assuring Forster of his literary gifts. (Pakistani Corpus)*
2. *Pakistani bilinguals have the tendency to make **certain** changes at syntactic level because of the influence of the mother tongue. (Pakistani Corpus)*

The first illustration best explains the marker "definitely" as a sure belief by the writer in the journals about the "longest Journey" a significant milestone. In addition, the second occurrence demonstrates that Pakistani bilinguals have made certain grammatical adjustments. In all six instances where it occurs in the corpus, American writers use "referring and indicating" for "being sure" as the adjective. The American corpus does not contain a single instance of this marker being used as an adverb, showing that usage of the "certain/ly" marker is not yet established.

The booster marker "find/found" is likewise regarded as a certain marker that indicates the assertion's certainty or factuality. It appears 86 times in the Pakistani corpus and 30 times in the American corpus. Once more, there is a significant variation in frequency between the two authors of journal abstracts.

1. *We **find** that guides use carefully timed and prosodically calibrated lexical repetition... (American Corpus)*
2. *Previous research has **found** that communication is difficult for adolescents with ABI compared with typically developing peers. (American Corpus)*

In the first example, an American author demonstrates to readers how guides employ prosodically timed lexical repetition. In the second example, the author further reassures the reader that the research was proofed in the past and is now as well, so there is no need to be concerned about the findings.

1. *ESL students in AJK **find** English writing scary and frightening despite learning English from Grade one to Graduation level as a compulsory subject. (Pakistani Corpus)*

2. *It has been **found** in the investigation guided by such techniques that the person, erstwhile oppressed, manages to seize power not for change but as the new meanmaster with different guise and, somewhat, euphemized tactics.*
(American Corpus)

Pakistani writers are compared to American writers since they both employ the "found" marker in journal abstracts to strengthen the veracity of the claim about students' anxiety about writing. The inquiry on the investigation about oppressed individual seeks authority to oppress other as a master found the same thing in the second illustration by the American writers.

The boosters' subcategory of metadiscourse uses 'know/known' markers to convey the reliability of their claims. The writer speaks more confidently and authoritatively when he or she "know/knows/known" about something in the research. American corpus has 28 frequency, compared to 20 in Pakistani corpus. The frequency of this booster marker doesn't differ much from one another.

1. *The main purpose of the study was to **know** the reasons and causes behind to leave the schools.* (Pakistani Corpus)
2. *The cultural segregation of male and female has assigned certain roles and duties to women **known** as gendered roles.* (Pakistani Corpus)

The first example from the Pakistani corpus uses the 'know' booster marker to extend the assertion in the abstract in a more factual fashion. The author persuades the audience that this study has a purpose and that objective is to understand the causes and reasons behind leaving schools. The second instance fails to understand the semantic meaning of facticity because the word "known" was used as an adjective to strengthen the connection to the noun rather than to indicate something's knowledge.

1. *We **know** children experiencing adversity are at greater risk of early language and pre-literacy difficulties.* (American Corpus)
2. *Little is **known** about what PwMS want and need to facilitate effective communication.* (American Corpus)

Both examples from the American corpus show readers the writer's fact-based claims. In the first example, the author authenticates his claim by using the first-person plural pronoun; in the second, the author demonstrates his ignorance of the PwMS.

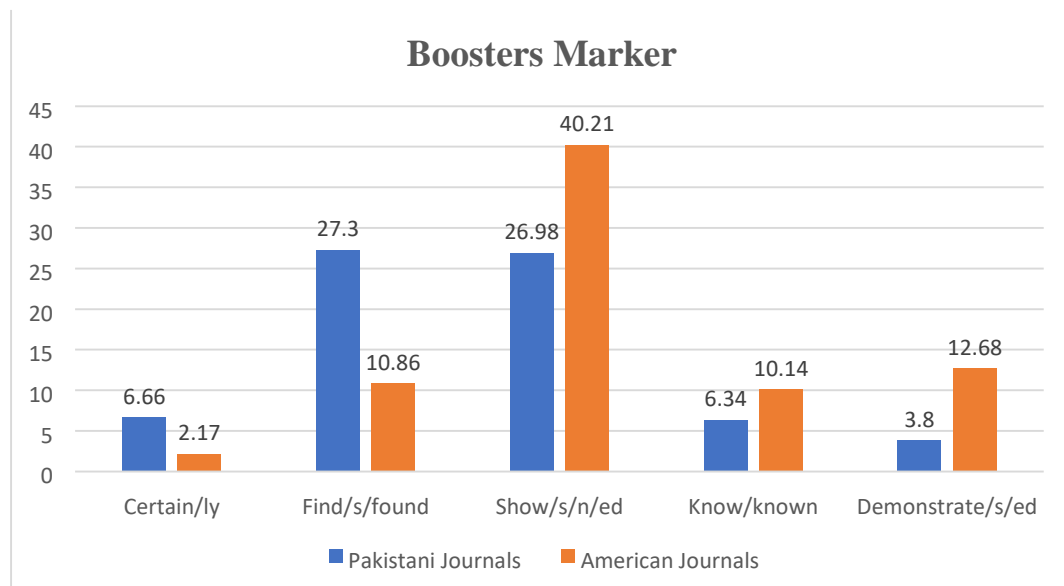
The corpora word "demonstrate/s/ed" is the final and fifth booster marker. Only 12 times in the corpus do writers from Pakistan employ this marker, compared to 35 times by Americans. Both metadiscourse authors use this marker in journal abstracts in order to declare a statement to be true.

1. *Additionally, we **demonstrate** how misconstruing the action implication of emerging manual action can also result in body trouble that leads to recipient remediation...* (American Corpus)

The "Demonstrate" marker in the American corpus increases writers' perceptions of how a misperception can affect manual action. The Pakistani corpus example below demonstrates the same. The 'demonstrate' marker is used because the writer makes the concept clearer to the readers. It claims that the study's findings clarify how the conceptual metaphor covid-19 is used in the book as a war metaphor.

1. *The results of the study **demonstrate** that the conceptual metaphor Covid-19 as war is excessively utilized in the Covid- editorial text.* (Pakistani Corpus)

Figure 4.3 Boosters Markers' Percentage Comparison



The percentage of markers used by writers in corpora is detailed in Figure 4.3 with booster markers. The graph shows that "show/s/n/ed" accounts for the biggest percentage of corpora. There are 26.98% in the corpus from Pakistan and 40.21% in the corpus from America. The marker "certain/ly" has the lowest frequency in Pakistani and American corpora, with just 6.66% and 2.17%, respectively. The percentage of

the "find/found" marker, which is 27.3% and 10.86%, makes a substantial effect; the other markers in the booster metadiscourse show no appreciable variation.

4.2.3 Comparison and Analysis of Attitude Markers in the Corpora

Attitude indicators convey the writer's opinion or degree of confidence while making a suggestion about the readers. It permits the authors to give the reader a sense of connection to the real world. The information in table 4.10 on the "attitude" marker is important because Pakistani writers used it 81 times more often than American writers, who used it 76 times. Even if Pakistan's corpus was larger than theirs. The discrepancy demonstrates that Pakistani authors were better able to relate to readers on a personal level than American authors were. Only five attitude indicators were chosen from the corpora due to frequency. In both corpora, the first attitude marker is most prevalent when the word "important" is used. Pakistani corpus has been used in journals 31 times, whereas American corpus has been used 39 times. The adjective "essential" shows how passionately writers feel about the content or propositional material in the abstract and how they connect with readers through it. The American corpus's instance 1 shows how crucial interaction is for children, especially those with autism spectrum disorders (autism spectrum disorder). Here, the writer emphasises the concept of engagement with children by focusing on the specific care given to youngsters.

*Understanding these interactions may be especially **important** for children with autism spectrum disorder (ASD), who may have difficulty engaging in reciprocal interactions.* (American Corpus)

1. *On the basis of all this data and its evaluation, it can be said that reading has **very important** place in the process of language learning and its testing is **not only important** but also multi-dimensional as it is apparent that by testing reading, speaking and especially pronunciation can also be checked.* (Pakistani Corpus)

The word "important" is highlighted in Example 2 from the Pakistani corpus. The necessity of reading comprehension among other skills for language learning is stressed by the writer twice in one phrase. In order to make the text more valuable to readers, the writer combined the terms "extremely" and "not just" with the word "important."

The 'essential' marker appears in the corpora most frequently after the 'important' marker. This marker is present 13 times in the Pakistani corpus and 5 times in the American corpus. In compared to writers from other countries, native writers have utilised less. This indicator tells the reader what information is more important and "vital" to them and what information is not.

1. *Idiom skills are **essential** for children to access age-appropriate media, curriculum resources and teaching.* (American Corpus)
2. *Strong teacher student relationship is **essential** for the development of academic process.* (Pakistani Corpus)

The American example 1 demonstrates to abstract readers how "important" idiom proficiency is for kids. The writer employs the "vital" marker to let the reader know that idiom skills are what he wishes to emphasise. He uses the word "essential" because he discovered it while conducting study and wants the reader to recognise its significance. The second example from the Pakistani corpus has the same story; the writer emphasises here the importance of developing students' academic processes and the need for strong student-teacher bonds.

Table 4.11

Difference of Frequency in Attitude Marker between Pakistani and American Journals

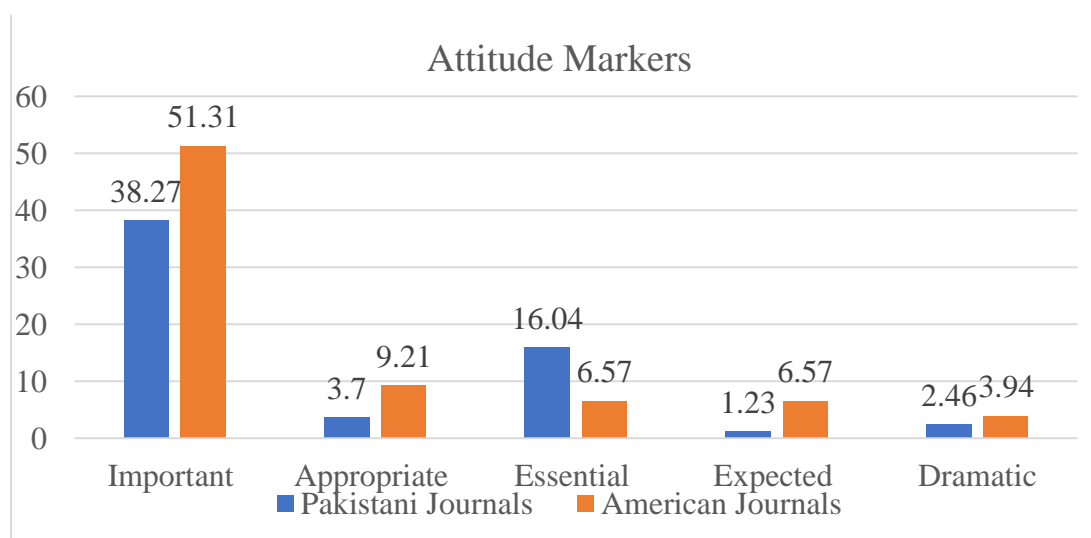
No Attitude Marker		Pakistani Journals (81)		American Journals (76)	
1	Important	31	39		
2	Appropriate	3	7		
3	Essential	13	5		
4	Expected	1	5		
5	Dramatic	2	3		

In both corpora, the frequency of the remaining attitude interactional metadiscourse markers is not statistically significant. Because they have the same

semantic meaning, they are employed less frequently. Because the first three markers have the same semantic meaning, writers primarily employ them in that way. The frequency of the markers "anticipated" and "dramatic" in the Pakistani corpus is 1 and 2, compared to 5 and 3 in the American corpus.

Figure 4.4

Attitude Markers' Percentage Comparison



The number of "attitude" markers in both corpora is not particularly enticing because the word "important" has the highest percentage. In terms of proportion, the remaining markers have little influence on the corpora. Expected has the lowest percentage in the Pakistani corpus at 1.23%, and dramatic has the highest percentage in the American corpus at 2.46%.

4.2.4 Comparison and Analysis of Engagement Markers in the Corpora

With the use of second person pronouns, question forms, asides, and imperatives, the fundamental goal of engagement markers is to address readers, catch their attentions selectively, anticipate their predicted problems, and take into account their presence as participants (Hyland, 2004). In contrast to the American corpus, which has a frequency of 779, the Pakistani corpus has a frequency of 447 for these interactional metadiscourse indicators. In the corpora, the frequency difference is almost 100%. The three engagement markers with the highest frequency were discovered in the corpora. Use,

which has a 100 frequency in the Pakistani corpus and a 127 frequency in the American corpus, is the initial marker in the engagement interactional metadiscourse.

1. *The authors may **use**, consciously or unconsciously, the intertextual links among various sources of texts to present a newfangled version of historical events.* (Pakistani Corpus)
2. *People with aphasia rely on gesture more than healthy controls to get their message across, but use a limited range of gesture types.* (American Corpus)

The first example, which was chosen from a corpus of Pakistani writing, uses the word "use" in the statement to illustrate the connection that the author has established with the reader. The example informs the readers of the author's purpose to use intertextual and other textual sources to produce a modernised version. The American illustration describes how people with aphasia disorder primarily rely on gestures, though the author informs the viewers that they can occasionally 'employ' speech.

Table 4.12

Difference of Frequency in Engagement Marker between Pakistani and American Journals

No	Engagement Marker	Pakistani Journals (447)	American Journals (779)
1	Use	100	127
2	Show	25	40
3	We	30	205
4	Our	8	63
5	Order	29	21

The second-highest marker in the corpus is "we." In the American corpus, it appears 205 times, whereas in the Pakistani corpus, it appears only 30 times, a startling disparity in frequency.

1. *We analyze discursive constructions of Sweden, multilingualism, and MT instruction in interview data and fieldnotes from parenting courses aimed at migrant parents. (American Corpus)*
2. *For this purpose, we built a specialized corpus of engineering research articles contained with two sub-corpora of British and Pakistani RA, 100 in each. (Pakistani Corpus)*

In the first instance, the "we" marker was utilised to give readers confidence in the statements. Additionally, the word "we" is employed inclusively to persuade the readers that MT training and discursive multilingualism are important. The word "we" is used to refer to all the researchers who contributed to the study and to reassure the readers. In Pakistani Illustration 2, which details the discovery of the specialised corpus of engineering research papers, the same thing is true.

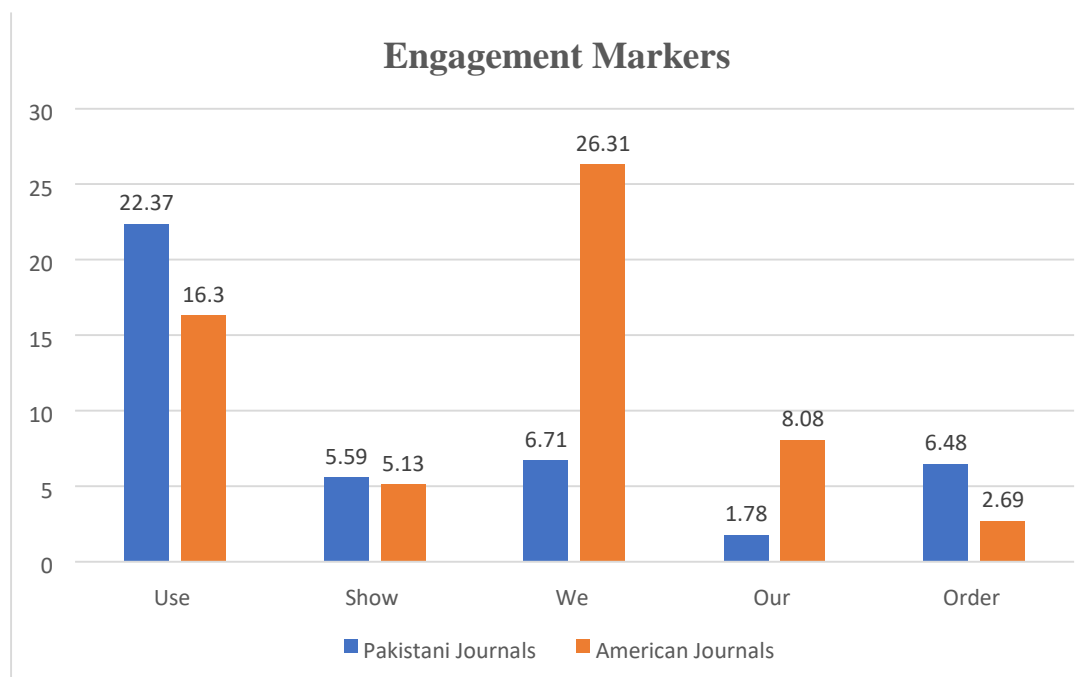
The personal pronoun "our," which is inclusive in meaning, is another engagement indicator. Additionally, it is heard frequently in America (63 times per second), but just 8 times per second in Pakistan. Personal pronouns are generally avoided in research studies in Pakistan, while this practise is not observed in American corpora. To engage the readers with the text, they have employed as many as they can.

1. *While much goes on detailing the traumas hapless women underwent during the Partition, **our** study aims to glorify resilient women like who, despite caught in the interstices of trauma and post memorial recalls, never lost grit for recuperation. (Pakistani Corpus)*
2. ***Our** analysis identifies two basic forms of conversational whistling, (a) melodic whistling, when participants whistle the tune of, e.g., a familiar song; and (b) nonmelodic whistling. (American Corpus)*

The Pakistani corpus demonstrates that "our" study seeks to increase the reader relationship by glorifying strong women. By immersing the readers in the study, the word "our" forges a close connection with them. The American corpus is the same way in this regard. The authors employ the personal pronoun "our" in statements 2 to refer to all of the researchers who took part in the study and persuade the audience that everyone is on the same page. They have utilised the term "our" in this way by

distinguishing between the two main types of conversational whistling: melodic whistling and non-melodic whistling.

Figure 4.5 *Engagement Markers' Percentage Comparison*



The percentage difference between the engagement markers is distinct; the "use" and "we" markers have the highest percentages of all the markers. In the American corpus, the 'use' marker is 16.3%, while it is 22.37% in the Pakistani corpus. With the "we" marker, there is a significant disparity between American and Pakistani corpora: 26.31% in the former and just 6.71% in the latter. There is a discrepancy of about four times. The "show" marker in the Pakistani and American corpuses differs slightly, with values of 5.59% and 5.13%, respectively. The American corpus has a 2.69% percentage in the "order" marker, whereas the Pakistani corpus has the lowest proportion (1.78 in "our").

4.2.5 Comparison and Analysis of Self-Mention Markers in the Corpora

Self-mentioned phrases use possessives and first-person pronouns to directly refer to the authors' existence. These indicators help the author reassure the readers that he alone is responsible for all aspects of the study, and the use of the first person by the

author adds to the study's credibility. Due to their highest frequency, five self-mention markers have been chosen from the corpora. The startling variation in frequency associated with this interactional metadiscourse signal is substantial. This subcategory of interactional markers has been used 125 times in the Pakistani corpus, compared to 348 times in the American corpus. The frequency demonstrates that American authors are willing to utilise first person in article abstracts. They have the guts and bravery to make themselves known in the text, which strongly suggests that readers accept the message.

In articles, the author's existence is highly alluring, and if it is first person, then more verification is given. 'I' is mentioned 11 times in the Pakistani metadiscourse corpus, compared to 55 times in the American corpus, which is 5x times more frequently.

1. *As a result, I developed my method of using euphemisms to interpret expletives.*
(American Corpus)
2. *In this paper, I argue that these works challenge the centrality of Eurocentric literary parameters in terms of linguistic, cultural, and capitalistic terms.*
(Pakistani Corpus)

The first example comes from the American corpus, whose authors are more likely to utilise this marker in both articles and abstracts. The author feels confident in mentioning his accomplishment by claiming that "I devised" "my way" to deliver a message to readers that is unmistakable. He is quite self-assured, which is why the author uses the possessive pronoun "my" to emphasise his accomplishment. The Pakistani corpus has the same narration with regard to the use of the first person, i.e., I, but the author comes across as being unconvincing in his attempt to persuade the readers. The writer's choice of "I argue" indicates his presence or existence, but it also gives the readers a sense of some weakness. If the writer had instead used "I am convinced," the readers would have had a stronger sense of validation from the remark.

The next marker is "we," which has the highest frequency in the American corpus (205), but the lowest frequency in the Pakistani corpus (30), making it the most significant in terms of frequency. Between the two corpora, the disparity is seven times larger.

1. *We found that the most common reason for code switching was classroom management for maintaining the learning atmosphere. (Pakistani Corpus)*
2. *We also investigated the moderator effects of 11 methodological factors such as speech stimuli, listeners background, rating procedure, and computation of utterance fluency measures on the relationship between utterance and perceived fluency. (American Corpus)*

The use of plural first-person pronouns in the abstract of the articles demonstrates the researchers' self-assurance in instance 1 from the Pakistani corpus. The authors make sure that the readers understand why code switching occurs in the classroom. The second example from the American corpus also employs the plural first person pronoun to demonstrate presence in order to increase readers' confidence in the research they conducted for the moderator effects of 11 methodological criteria.

Table 4.13

Difference of Frequency in Self-mention Marker between Pakistani and American Journals

	No	Self-mention Marker	Pakistani Journals (125)	American Journals (348)
1	I	11	55	
2	We	30	205	
3	My	3	8	
4	Our	8	63	
5	Researcher	37	1	

'My' is the marker with the lowest frequency in both corpora, with frequencies of 3 and 8 in Pakistani and American data, respectively. In the self-mention subcategory of interactional metadiscourse, the marker "our" is used significantly less frequently in the American corpus (63 times) than in the Pakistani corpus (8 times). As is customary, Pakistani writers are more reluctant to write in the first person than American writers, which accounts for the 8X difference in frequency.

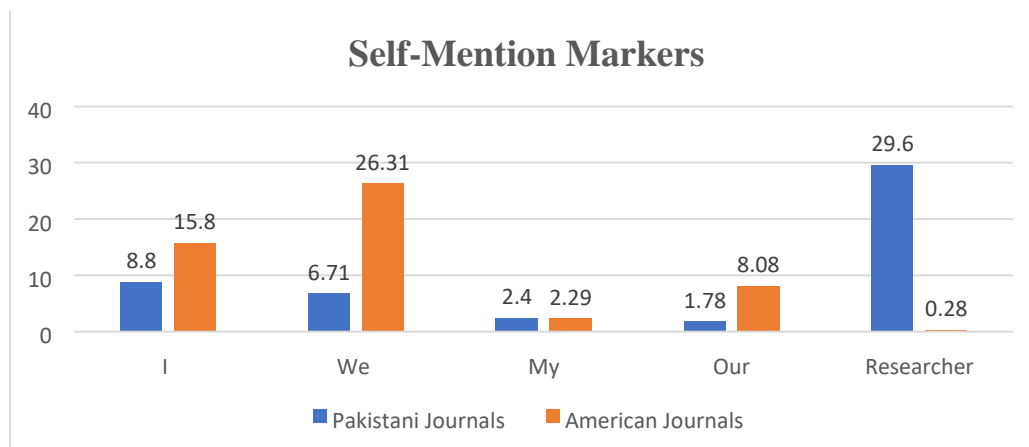
1. *Metaphors play a significant role in shaping **our** thoughts and processes of communication.* (Pakistani Corpus)
2. ***Our** aim in examining when-formulations in a range of different sequential and action environments is to use this exploration as a means to further develop the concept of recognitionality....* (American Corpus)

The first illustration shows a quote taken from a few sources; it is not what the abstract writer said. The author merely cites a proverb that discusses how metaphors influence our thinking and communication. The American example serves as a valid illustration of the author's existence. In order to make the writers' presence known to the readers, they utilise the plural first person pronoun "our."

'Research' is the most significant self-mention marker since writers use it as a third party in the data. In research papers and publications, it is traditional in Pakistan to strive to employ the third person. Due to this tradition, American writers only used it once in the corpus, compared to 37 times used by Pakistani writers.

1. *Language is commonly perceived as a tool for classifying the world, where the **researcher** is a detached observer of language or reasoning.* (American Corpus)
2. *The **researcher** aims at exploring how Milan Kundera has made effective use of intertextuality and redefined love in postmodern paradigm.* (Pakistani Corpus)

There is only one case in the corpus because American authors are reluctant to utilise third person in the abstract of the articles. The author explains to readers that the researcher has disassociated himself from linguistic categorization of the world. On the other hand, Pakistani writers frequently employ this marker to demonstrate to readers that we still adhere to the convention of using the third person in research paper abstracts. And this is clearly obvious from corpus instance 2 as well.

Figure 4.6 *Self-mention Markers' Percentage Comparison*

Self-mention markers' proportion story in both corpora is astounding. The percentage of "we" and "researcher" differs significantly in two criteria. In the American corpus, the plural first-person "we" has a staggering 26.31% usage rate compared to Pakistan's 6.71%. The researcher percentage is the same, with Pakistani writers using 29.6% of them compared to American writers' 0.28%. In comparison to Pakistani corpus, which is 8.8%, 15.8% of American corpus uses the first person, "I." In both corpora, the first-person possessive pronoun "my" is almost equally prevalent. Our marker for self-mention, which is 1.78% in Pakistani corpus against 8.08% in American corpus, shows a significant percentage difference.

4.3 Interactive Markers' Comparison and Analysis in the Corpora

Interactive markers help the author express his preferred understandings by facilitating the information flow. Content-oriented marks help the reader navigate the text. Information flow, content organisation, and reader interpretation are all managed with the use of interactive markers.

4.3.1 Comparison and Analysis of Transitions Markers in the Corpora

In the corpora, the frequency of "transitions" stands out among the five interactive indicators with the highest frequency. In the Pakistani corpus, this subcategory of interactive metadiscourse markers occurs 2203 times, while in the American corpus, it occurs 2213 times. Conjunctives and conjunctions are used as transition marks because they help readers find logical connections between ideas. These identifiers serve as adverbial phrases and help readers understand the pragmatic

relationship between claims and events. For the corpus analysis, five transition markers have been chosen. The most prevalent of these in both corpora is "and." American writers use it 1780 times, compared to 1764 times in Pakistani writing. To help readers understand the content, this marker is used to connect concepts, paragraphs, or sentences.

1. *These tweets are from some of Pakistan's most powerful female journalists, politicians, **and** actresses.* (Pakistan Corpus)
2. *Using both communication accommodation theory **and** a language socialization framework, I analyze the discourse of diasporic Rwandans as they name the 1994 genocide.* (American Corpus)

The first instance from the Pakistani corpus ties together three societal groups: journalists, politicians, and actors. While using the conjunction "and" in the American illustration to link the communication accommodation theory with the language socialisation framework.

Another transition marker is "also," which occurs 129 times more frequently in the Pakistani corpus than the American corpus, which only uses it 81 times. In order to make the statement more detailed for the readers as an adverb, this marker is employed to add one notion, material, or theory to another.

1. *We **also** aim to show how the cross-cultural and culture-internal variation of these models becomes linked to ideological conflicts and politics of identity.* (American Corpus)
2. *If this is the case, the paper **also** argues that the load in negative stems must have shifted from given that HA is a Classic Arabic descendant variety.* (Pakistani Corpus)

In order to persuade the readers of the material in the first place, the writer links his or her objective with the one from the preceding paragraph. According to the Cambridge Dictionary, the adverb "also" signifies in addition. According to an American author, this is how they have employed it as an adverb to add purpose to the past purpose mentioned in earlier phrases. An adverb that accumulates something in the statement is another tool used by Pakistani writers.

Table 4.14

Difference of Frequency in Transitions Marker between Pakistani and American Journals

No	Transitions Marker	Pakistani Journals (2203)	American Journals (2213)
1	Also	129	81
2	And	1764	1780
3	Because	37	11
4	But	79	73
5	While	40	59

But is the next significant marker in the interactive metadiscourse of transitions. Pakistani authors have used the phrase 79 times, compared to 73 times in American corpora. The word "but," according to the Cambridge Dictionary, is used to introduce a new remark that is typically distinct from what has already been expressed.

1. *The influence of this dominance has been shown to exist in a wide variety of forms ranging from marginalization to outright obliteration of Urdu not only as a source text **but** also as a target text. (Pakistani Corpus)*
2. *Our findings suggest the need for systematic approaches toward improving teacher well-being, not only for surviving in the profession **but** also for flourishing and thriving in the long term. (American Corpus)*

The writer first connects the text's content from the Pakistani corpus by using the conjunction "but." The use of the conjunction "but" to connect two ideas is astounding in the sentence "Urdu as a source text but also as a target text." Similar circumstances exist in the second American example, when the writer joined two thoughts together using the conjunction "but." The first writer discusses the idea of "survival in the profession," while the second writer discusses "flourishing and thriving," and both are connected by the conjunction "but."

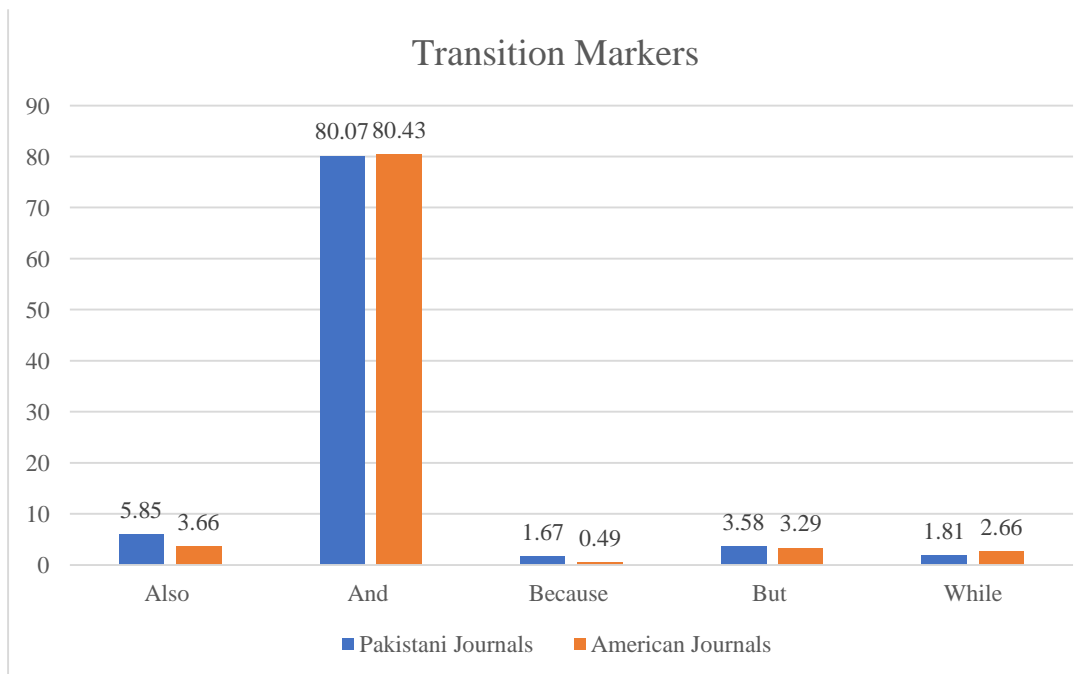
'While' is the fifth marker in the transition metadiscourse sub-category and occurs 40 and 59 times more frequently in American and Pakistani corpora,

respectively. It is also used as a conjunction in the text to link ideas together so that readers may understand the material more readily.

1. *This device combines elements of direct and indirect portrayal, conveying some fidelity to an original **while**, at the same time, indicating that it is not verbatim enactment of specific utterances. (American corpus)*
2. *Findings suggest that boys are inclined to save and rescue, show power, desire knighthood, and admire the stout and muscular body of male cartoon characters **while** girls are fascinated by submissiveness and politeness, beauty, and the ideal physique of female characters. (Pakistani Corpus)*

In the first instance, which is drawn from the American corpus, "a length of time" is meant to be conveyed as a noun. In addition to the American corpus example, a Pakistani author has also used the conjunction "while" to signify "contrasted with the fact that." Using the word "while," the author contrasts the physical attributes of male and female cartoon characters.

Figure 4.7 *Transition Markers' Percentage Comparison*



Only the transitional marker "and" has the highest percentage, which is 80.07% in the Pakistani corpus and 80.43% in the American corpus. The remaining markers don't have any notable frequencies. It is important to note that practically all transitional

words are used almost equally frequently across the board, demonstrating that both native and non-native abstract authors agree on its proper usage.

4.3.2 Comparison and Analysis of Frame Markers in the Corpora

Words known as "frame markers" denote the transitions in topic and sequence that occur in a text's schematic structure. Frame markers are divided into four groups. They are used to shift topics, announce/discuss goals, and display sequence (e.g., Part, first, then, second); label stages (e.g., now, overall); and label stages (e.g., now, overall). They outline the text's boundaries or other components of the schematic manuscript structure that readers may find helpful. American writers utilised frame markers 301 times in the corpus, compared to 277 times in the Pakistani sample. The differences are not significant, and both corpus writers are aware of the value of frame markers because they provide the writer and reader with guidelines for where to stop and where to begin.

Sequencing is the first sub-category of frame markers in the corpora. Its primary purpose is to create the text in sequence using various markers. The frequency of the four sequencing markers—part, first, second, and then—in the American and Pakistani corpora, respectively, is 19/22, 35/31, 23/67, and 18/14. Except for the "second" marker, which has a nearly 3-fold time difference, none of the three markers differ significantly.

1. *The article then considers a **second** major current in philosophy of language providing an explanation of how languages relate to reality, namely surrogationalism, which Harris divides into a reocentric and a psychocentric version (Harris, 1996).* (American Corpus)
2. *Embedded in the first is the **second** approach that examines the very assumptions of the panoptic discourse through micro techniques of power.* (Pakistani Corpus)

The first example comes from American data and demonstrates how the writer utilises the "sequencing" marker in the frame category to organise the material in chronological order. The article considers the "second" significant current in philosophy, the author informs the reader. The fact where the Pakistani author has implanted a "second" approach in the first one that reveals the text's defined boundaries is also described in the articles.

With the lowest frequency in both corpora, "label stage" is the second subcategory of frame markers. Only two markers are present in the "label stage"; the first is "now" and the second is "overall." In the corpora of Pakistani and American corpuses, the frequency of "now" is 4 and 2, whereas "overall" has 5 and 12

respectively.

1. *Overall findings indicate that reporting verbs relevant to discourse acts are more frequently being used by authors to cite the work of others. (Pakistani Corpus)*
2. *There was overall support for expanding the range of languages offered and for strengthening immigrants' languages.... (American Corpus)*

The author tells the reader of the results of the study, which show that reporting verbs are important in conversation. In the Pakistani corpus instance, use the "overall" tag to define the desired locations. The American author uses the word "overall" to let the readers know that he or she supports the expansion of the number of languages.

Table 4.15

Difference of Frequency in Frame Marker between Pakistani and American Journals

No	Frame Marker	Pakistani Journals (277)	American Journals (301)	
1	Sequencing: Part	19	22	
			35	31
		First	23	67
		18	14	
	Second			
	Then			
2	Label stage: Now	4	2	
			5	12
	Overall			
3	Announce Goal: Aim	14	12	

		25	32
Focus		24	8
Purpose			
4	Shift Topic: So	15	16
		35	39
	Well		

Announce goal, also known as discourse goal, is the third subcategory of frame markers. Aim, Focus, and Purpose are the three sub-markers that make up this subcategory, which has an overall frequency of 63. The 'focus' marker occurs the most frequently in both corpora—25 and 32 times respectively in the American and Pakistani corpora. The frequency of the marker "aim" is 14 in the Pakistani corpus and 12 in the American corpus, while the frequency of the marker "purpose" is 24 in the Pakistani corpus and 8 in the American corpus.

1. *The **focus** is on the multimodal features of pain displays and the way they emerge and progress at the micro level of turn construction and sequence organization within health care interactions.* (American Corpus)
2. *The **focus** is to examine code switching or translanguaging in classrooms.* (Pakistani Corpus)

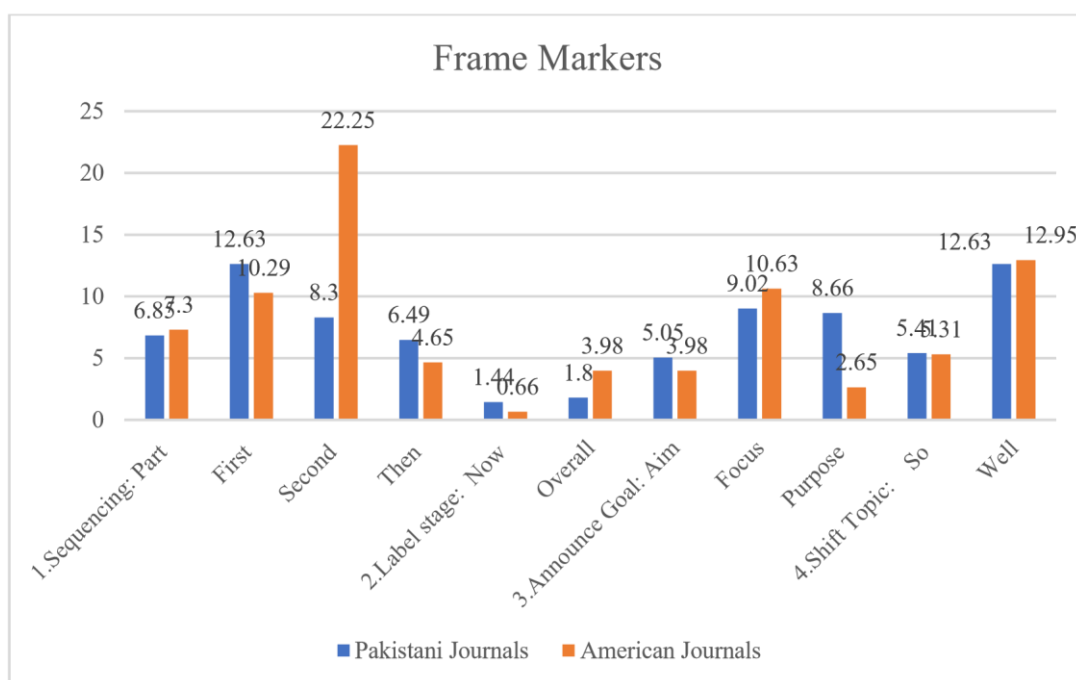
The text's "focus" marker is used to emphasise certain textual margins for the readers, who are tasked with narrowing their attention to solely the multimodal aspects of pain presentations. It makes it simple for the reader to focus on one particular aspect of the text, namely the multimodal characteristics. The primary issue that has to be the "focus" of the paper, as mentioned by the Pakistani author, is code switching or translanguaging in classrooms.

Shift topic is the fourth and final frame marker subcategory. The author uses this marker to identify the transition from one point to another in the text by concluding one section and beginning the next. The frequency of these two markers, "so" and "well," in the American and Pakistani corpora, respectively, is 15/16 and 35/39.

1. *So, at this critical juncture its need of time to focus on social, economic, political and security conditions to boost up.* (Pakistani Corpus)
2. *So far unexplored in interactional detail, mock aggression refers to the embodiments which, in one way or another, appear aggressive....* (American Corpus)

The writer has used "so" in the text to notify the reader about the crucial juncture described in the Pakistani corpus. This marker is used to transfer the topic from the previous one and try to involve the reader with the new one. The American author introduced the new subject with the word "so," which had been "so" far unexplored in interactional detail.

Figure 4.8
Frame Markers' Percentage Comparison



The proportion of frame markers utilised by the two corpus writers in the abstracts of articles is shown in figure 4.8. Second, or 22.25%, is the largest percentage among frame markers in the American corpus, compared to 8.3% in the Pakistani corpus. The second-highest marker is "well," which has a 12.63% in Pakistani corpus and a 12.95% in American corpus. The 'now' marker is the lowest of all, scoring 1.44% in the Pakistani corpus and 0.66% in the American corpus, respectively. There is no

need to go into depth about the other markers because they have no discernible percentage influence.

4.3.3 Comparison and Analysis of Endophoric Markers in the Corpora

Words that allude to later discourse or allude to previously spoken material are examples of endophoric signals. They are used to make references to other sections of the text and provide the opportunity to reclaim the writer's knowledge in order to make the written text prominent and clear. Examples include part, before, tables, see section, later. Five Endophoric markers have been chosen for comparison and study. In the Pakistani corpus, endophoric signs are found 46 times, while they are found 45 times in the American corpus (Table 4.15).

With a 19 frequency in the Pakistani corpus and a 22 frequency in the American corpus, "part" is the first Endophoric marker. This marker can be used in numerous sentences as a verb, adverb, or noun. According to Collins dictionary, the noun used here as a metadiscourse marker has the definition of quantifier, which indicates portion of something is some of it. In order to transmit the meaning of the Endophoric marker across all frequencies, the writer used this marker in a variety of ways. Instance 1 from the Pakistani corpus is one of a few examples that might have the meaning of an Endophoric marker. The primary activity in seasonal celebrations that the author intends to describe to the audience is flying kites. Therefore, employing the word "part" shows the readers that their other parts are also participating in the seasonal festivities. The similar narrative regarding the use of endophoric markers is revealed in the American corpus instance. In the second example, the author uses the first person singular pronoun to express his viewpoint on the teens' important participation and to educate the readers that other societal groups are also involved in the actions of their parents.

1. *Kite flying is a main part of this seasonal festivity.* (Pakistani Corpus)
2. *...I argue that teenagers play a significant **part** in their parents' involvement practices.* (American Corpus)

Next Endophoric marker is 'before' has low frequency in Pakistani corpus, i.e., 6, and in American corpus, i.e., 4. This marker indicates that some action has happened before now another is going to happen.

1. *Children who are behind their peers in language and pre-literacy development **before** formal schooling are less likely to be proficient beginner readers, and difficulties may persist throughout primary school and beyond. (American Corpus)*
2. ***Before** analyzing the frequency of data, the extracted markers taxonomy of metadiscourse markers) were checked and filtered carefully through the manual examination of the markers into the source texts and the frequencies of occurrences were updated accordingly. (Pakistani Corpus)*

The American author has used the word "before" to let the readers know that youngsters who are less skilled readers than their peers in language and preliteracy "before" formal schooling are weak readers overall. The author uses a "before" marker to present us with a compare and contrast scenario about children's schooling. Using the "before" marker, the Pakistani corpus quoted the case with the same semantic meaning. In this instance, the author alerts the readers to the need to extract the data for verification "before" examining the frequency of the data. In order to make the writings easier for the readers, the writer uses the word "before" to present two aspects of them.

Table 4.16

Difference of Frequency in Endophoric Marker between Pakistani and American Journals

No	Endophoric	Pakistani Journals (46)	American Journals (45)	Marker
1	Part	19	22	
2	Before	6	4	
3	Tables	4	0	
4	Section	6	2	
5	Later	3	6	

It hasn't been analysed because there aren't many marker "tables" to analyse. Although it is also used infrequently, although not as infrequently as the marker "tables," the fourth marker, "section," is quite significant in terms of utilisation. While

Pakistani corpus has been utilised six times, American corpus has only been used twice. 'Section' markers are intended to alert readers to earlier information that may be crucial for them to understand.

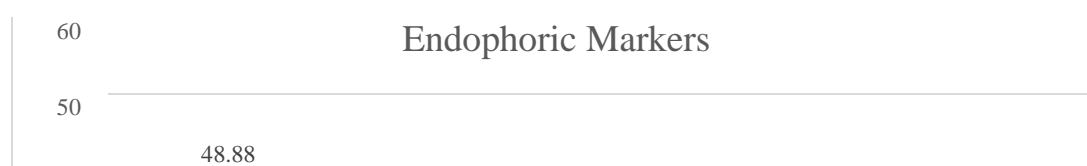
1. *It is the **section** of the book in which the authors guide the reader about the text and share their opinions and beliefs on the text's content.* (Pakistani Corpus)
2. *A key **section** of the article concerns the extension of pantomime from its use in teaching to a more general communicative use.* (American Corpus)

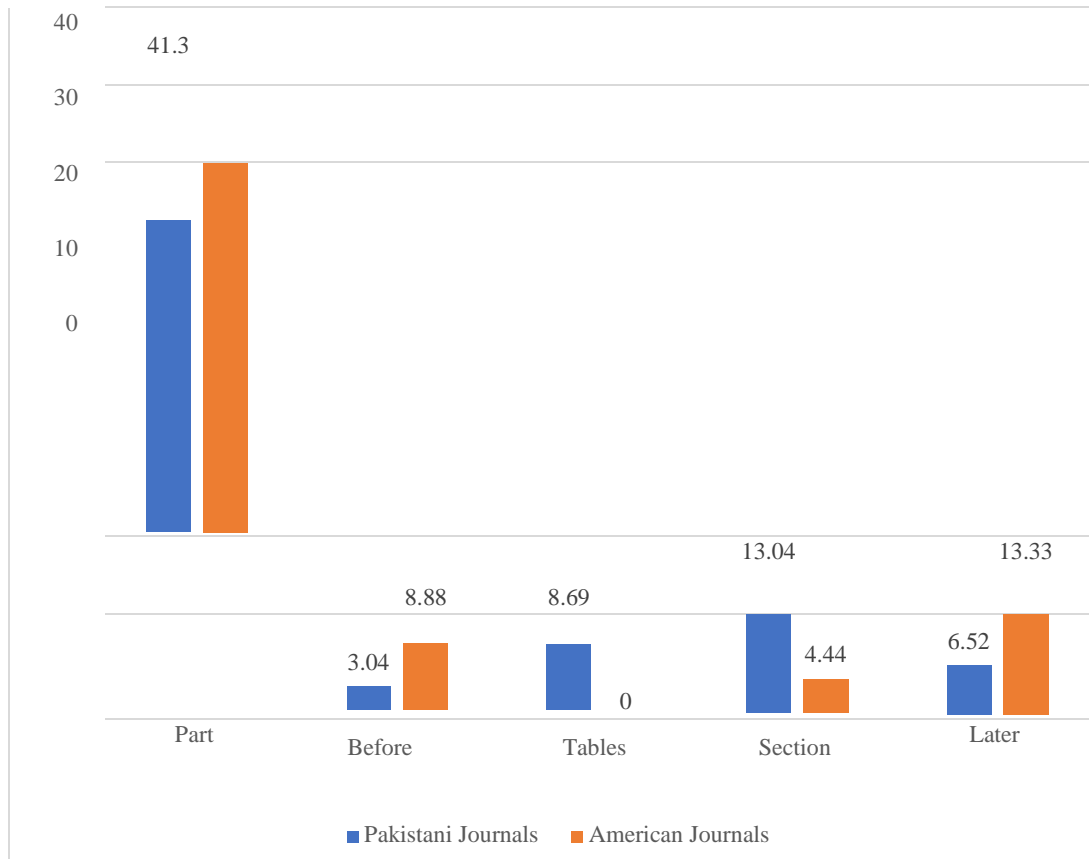
By employing a "section" marker, the Pakistani illustration informs the viewers that the preface part serves as a primer for the content. Additionally, the American example is more vivid in this context because it refers to a certain "section" that is significant and plays a crucial function in the piece. In American and Pakistani corpuses, the fifth Endophoric marker occurs "later" in the corpus, with frequencies of 3 and 6, respectively. The writer typically uses this marker to refer to a period of time or circumstance that follows the one they have just discussed or that follows the present. In the first instance, the word "later" is employed as an adverb with that meaning. The author tells the readers that although the parents initially reject the truth, "later" they come to terms with it. Consequently, using "later" in the text will aid readers in comprehending the current situation.

1. *Verbal evaluations show that, at first, parents deny their children the items or activities that they want but **later** concede to their demands.* (American Corpus)
2. *Hayat Shah firstly holds on to his remnant tenets of Islamic religion but **later** he is influenced by the charm of the multicultural modern society of America and struggles in sustaining his Muslim identity....* (Pakistani Corpus)

The Pakistani illustration reveals the same story as did the American writers. The writer talks about Hayat shah who was religious but 'later' changed into a nonreligious person due to modern society of America.

Figure 4.9 Endophoric Markers' Percentage Comparison





The percentage frequency of the markers employed in the corpora is shown in Figure 4.9 of Endophoric Markers. With a maximum of 41.3% and 48.88% in the Pakistani and American corpora, respectively, "part" has the highest percentage in both corpora. The marker "tables" was never used by an American author in the corpus, or 0 percent. Apart from that, the percentages for "section" and "later" markers are 13.04 in the Pakistani corpus and 13.33 in the American corpus. The highest difference, which is almost 9%, can be observed in the "section" marker percentage.

4.3.4 Comparison and Analysis of Evidential Markers in the Corpora

Evidence markers, such as cite and according, relate to information that has been cited or concepts that have been taken from other sources and represented in a way that helps readers analyse the text. Only the two Evidential markers—cite and according—have been discovered in the corpus. While there are 7 evidential indicators in the American corpus, there are 19 in the Pakistani corpus.

Cite is the initial indicator in evidentiary metadiscourse. To help readers trust the writing, this marker refers to earlier work. In contrast to the American corpus, which only uses the word "cite" once, the Pakistani corpus uses it three times.

1. *This shows that in addition to Robinsons widely **cited** four main activities (establishing the reason for the visit, gathering information, delivering a diagnosis, recommending treatment) (American Corpus)*
2. *Non-factive as a sub-category of discourse acts is more frequently being used by authors of social sciences research articles to **cite** the work of others. (Pakistani Corpus)*

The American author utilised the "cited" marker to support his arguments in a text and to provide readers with some concrete examples. He specifically mentioned Robinson's four key actions. In example 2, a Pakistani corpus discusses non-factual social sciences research papers that consistently credit the work of others. Because mentioning other authors' work in a text persuades readers that the content is legitimate and worthy of reading.

Table 4.17

Difference of Frequency in Evidentials Marker between Pakistani and American Journals

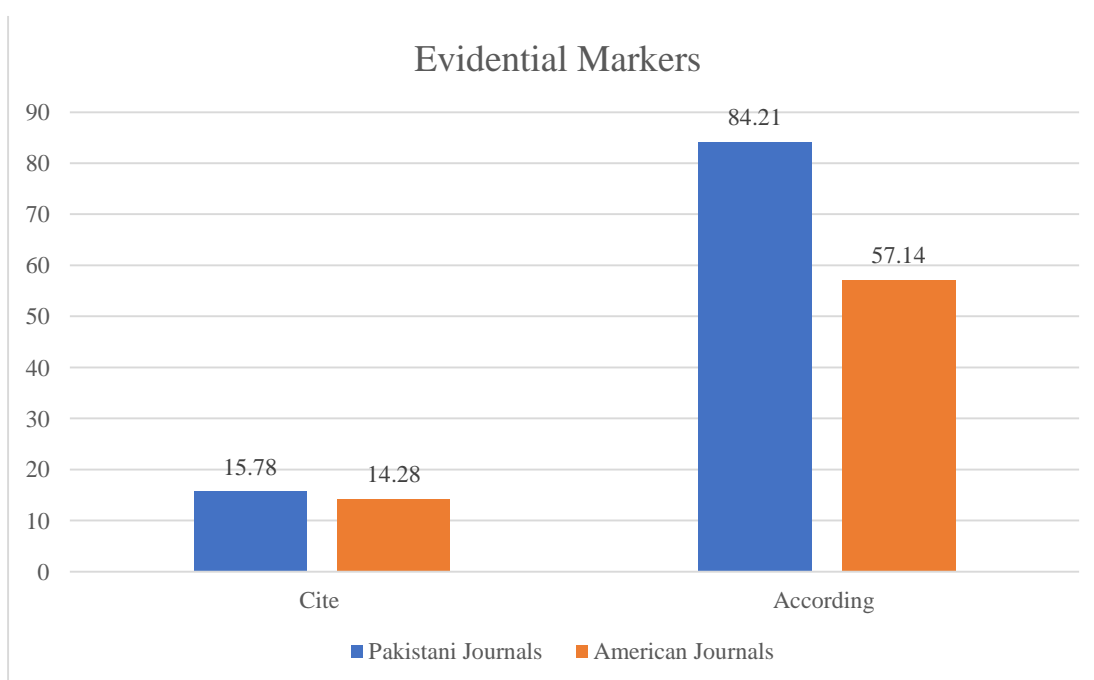
		No Evidentials Pakistani Journals (19)	American Journals (7)
1	Cite/s/ed	3	1
2	According	16	4

The second evidential marker is "according," which occurs 16 times in the Pakistani corpus and 4 times in the American corpus. The frequency of evidential markers is really low in both corpora, but it is lowest in the American corpus, which surprises me. The explanation is that most researchers haven't cited or quoted anything in an abstract, according to abstract corpora. This explains why the frequency of evidentiary markers is so low.

1. ***According** to Fishman there is a deep relationship between language and culture. (Pakistani Corpus)*
2. *In order to be effective and **according** to the principles of motor learning, articulation therapy needs to be intensive, well organized, with adequate feedback and requires frequent practice. (American Corpus)*

In order to reassure the readers about the relationship between language and culture, the Pakistani author included the word "according" in a work. And citing from Fishman's work only strengthens that conviction. The Americans made an effort to avoid using the "cite" markers; there is just one instance of this usage in the corpus, and it differs from direct quotation or citation. Instead of using someone's remarks, they utilised the word "according" to refer to the motor learning concepts.

Figure 4.10 *Evidential Markers' Percentage Comparison*



The evidential markers' proportion was roughly equal. 'cite' marker usage rates in Pakistani and American corpora are 15.78% and 14.28%, respectively. The percentage difference is incredibly tiny. The significant disparity between the two is seen in the "according" marker, which is 84.21% in the Pakistani corpus and 57.14% in the American corpus.

4.3.5 Comparison and Analysis of Code-Glosses Markers in the Corpora

Code-gloss indicators are the restatement or rephrasing of ideas that aid readers in understanding propositional meaning and provide more detail on information that has already been expressed. They also help to support and clarify the meaning, as in the case of the words "i.e., or," "such as," and "that is." The frequency of code-glosses markers in the Pakistani corpus is 161, compared to 252 in the American corpus, or more than twice as many. Both corpora make extensive use of the 'or' marker. In the

American corpus, the frequency of "or" is 160, compared to 94 in the Pakistani corpus. According to Collins dictionary, the purpose of "or" is to present another alternative when the first alternative is introduced by "either" or "whether."

1. *Analytical processing is associated with a robust length **or** stroke-number effect while holistic processing is reflected in smaller **or** a lack of such effects.* (American Corpus)
2. *Call it an irony of history **or** an outcome of contemporary linguistic imperialism of English....* (Pakistani Corpus)

In the first instance, the conjunction "or" is used twice to give readers a different perspective on the text. Because of this, the American author offers readers the option of "robust length or stroke-number." Additionally, the author offers readers "reflected in smaller or an absence of such consequences" in the second usage. The Pakistani author used the word "or" in the same sense as the American writers did. The graphic provides the readers with two choices for understanding the marker "or" in order to broaden their understanding of English. Alternatives include "an irony of history" or "an result of English's current linguistic imperialism." In comparison to other markers, the code-glasses marker has the lowest frequency. While the American corpus only has three frequencies, the Pakistani corpus has nine.

1. *This research paper follows **i.e.** textual analysis and close reading to carry the research ahead.* (Pakistani corpus)
2. *Growth language mindsets (**i.e.**, beliefs that language ability can be improved) are found to sustain learners motivation and resilience in challenging situations.* (American Corpus)

According to Collins dictionary, the marker "i.e." denotes that something is, to put it another way. Readers are given a more thorough explanation of the term or phrase by the marker. Textual analysis uses the marker "i.e." to further clarify the Pakistani corpus example. The writer in America uses the marker "i.e." with the same intention. By including this marker in the text, the author is attempting to deceive the readers into thinking that growth language mindsets refer to the idea that language skills can be enhanced.

Table 4.18

Difference of Frequency in Code-glosses Marker between Pakistani and American Journals

No	Code-glosses Marker	Pakistani Journals (161)	American Journals (252)
1	i.e.	9	3
2	Or	94	160
3	Such as	16	33
4	That is	15	12
5	Idea	9	5

The third marker in code-glosses is 'such as' with a frequency of 16 in Pakistani corpus and 33 in American corpus. 'Such as' is another textual orientation marker which attached or connected the text intact and make it easy for the readers to understand.

1. *Many children with neurodevelopmental disorders **such as** autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD)....* (American Corpus)
2. *Through this study, factors **such as** parental role and age have been proven to be central in the language learning process of Pashtun learners.* (Pakistani Corpus)

The American author covers neurodevelopmental disorders in youngsters before going into further detail on a particular illness by utilising "such as" ASD and ADHD. The Pakistani corpus example provides readers with additional information on aspects by employing the words "such as," parental role, and age. The textual marker "such as" is used to provide the reader with further context for a word or phrase.

With 15 frequency in the Pakistani corpus and 12 frequency in the American corpus, the fourth code-glossary marker is "that is." The Collins dictionary uses the marker "that

is" to mean "in other words," "to be precise," and "for example." Both the corpora and the dictionary use it in three different ways.

1. *This study undertakes the analysis of the hybrid discourse using transitivity model to uncover the ideology **that is** fabricated with the linguistic choices for specific meanings, conveyed in a text.* (Pakistani Corpus)
2. *One approach **that is** commonly used within dysphagia management, in spite of a lack of existing evidence to support its efficacy...* (American Corpus)

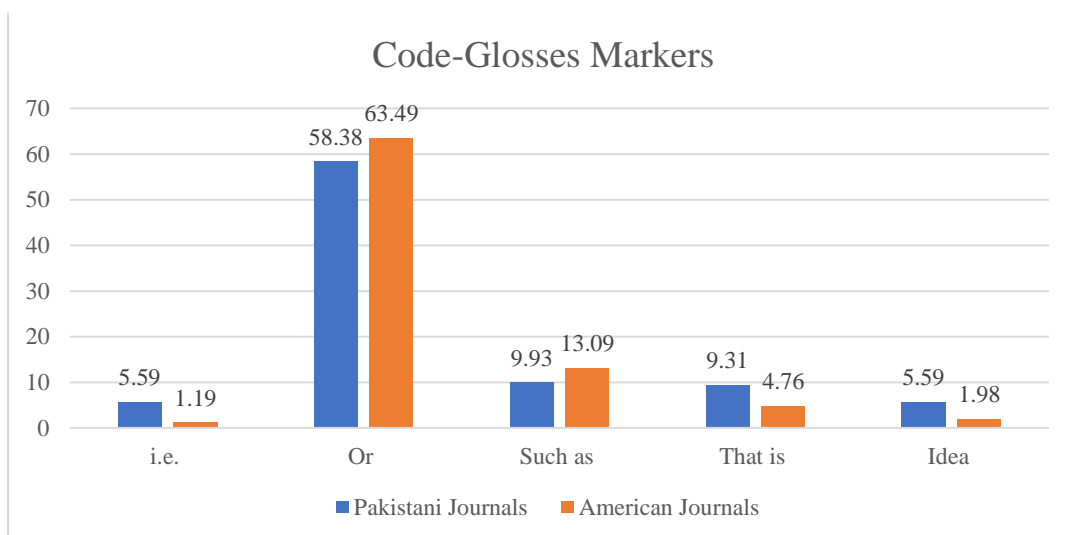
Because the writer in the Pakistani example uncovered the ideology and went on to describe in plain language how ideology is created through linguistic choices, the marker "that is" was utilised in the meaning of "to be precise." In contrast, an American author marked "that is" in "in other words." To make it simple for the readers to understand the strategy frequently employed in the management of dysphagia, the author talks about it and uses the word "that is" suddenly.

The final code-glossary term, "idea," has the following definitions: "new information, method or plan, belief, opinion, and suggestion." This marker appears 9 times in the Pakistani corpus and 5 times in the American corpus. The word "idea" has been used by an American author in the sense of a proposal. The author suggests to the readers that L2 instruction should be exemplar-based and placed in interactions. A Pakistani author defines a "idea" as an approach, namely ecofeminism, which represents the connection between women and land brought on by urbanisation.

1. *We promote the **idea** of exemplar-based and interactionally situated L2 teaching...* (American Corpus)
2. *Ecofeminism as an **idea** reflects the link between oppression of women and land caused by urbanization, militarization and development.* (Pakistani Corpus)

Figure 4.11

Code- Glosses Markers' Percentage Comparison



In figure 4.11, five markers for the code-glosses with varying percentages are shown. With 58.38% in the Pakistani corpus and 63.49% in the American corpus, the marker 'or' has the highest percentage. With a proportion of 5.59% in Pakistani corpus and 1.19% in American corpus, "i.e." has the lowest proportion among code-glosses metadiscourse markers. The remaining markers, including "such as," have corresponding percentages of 9.93% and 13.09% in the corpora from Pakistan and America. Marker 9.31% in the Pakistani corpus and 4.76% in the American corpus for "that is." In the corporuses of Pakistani and American corpuses, the percentage of "idea" is 5.59 and 1.98, respectively.

4.4 Research Interpretations, and Discussion

This study first analyzes text related abstracts of articles in two countries data, i.e., Pakistan and America to find out the metadiscourse markers in the text of two countries, i.e., interactional, and interactive markers with the Hyland (2004) metadiscourse model. Many researchers have worked on metadiscourse markers covering different dimensions of discourse, e.g., newspapers articles, novels, social contracts, books, Etc. However, no one touched the metadiscourse markers of abstract of research articles with Pakistani and American renown journals.

4.5 Interpretations and Discussions

The study employs two varieties of personal metadiscourse: interactive and interactional markers. The interactional markers, such as the boosters (expressive of certainty), hedges (expressions of uncertainty), attitude markers, self-mentions, and engagement markers, as well as the interactional markers, such as the Frame markers, evidentiary markers, Endophoric markers, code glosses, and transition markers, were analysed using the Hyland (2004) model of metadiscourse.

Metadiscourse abstract analysis is an effective area among academics since discourse is seen as a diverse field of study. The data was gathered from American and Pakistani periodicals that were approved by the HJRS (see table 4.1). 332 abstracts from American journals and 240 from Pakistani research articles were taken. The amount of publications in a year caused the variation in abstract numbers. The majority of Pakistani publications only published once or twice per year, compared to the three times per year for American journals.

The markers examined in the data from the two countries demonstrate the metadiscourse strong impact on research article abstracts. With the names "Pakistani corpus and American corpus," I created two different corpora. The American corpus has 49221 words, whereas the Pakistani corpus has 47040, for a total of 96261 words. The corpora of the two countries varies by around 2181 words.

In Pakistani corpus, the frequency of interaction markers was 2606, while in American corpus, it was 2818. Transition markers had the highest frequency among interaction markers in both corpora, with 2203 and 2213 respectively in the Pakistani and American corpora. Frame markers 277 and 301, as well as Endophoric markers 46 and 45, had somewhat different frequencies. Evidential markers were most seldom found—only 19 and 7 were found. The biggest difference, which was almost 100%, was reported in the code-glosses. In code-gloss markers, the frequency was 161 in the Pakistani corpus and 252 in the American corpus.

In Pakistani and American corpuses, the frequency of interactional markers was 1302 and 1964, respectively. The difference in Hyland's (2004) 662-word category of metadiscourse was significant. The engagement markers, which had the highest frequency in both corpuses (447 and 779), were recorded (see table 4.5). The attitude

markers had the lowest frequency, 81 and 76 in the American and Pakistani corpora, respectively. The biggest difference, which was claimed to be greater than 100%, was in self-mentions. Five interactional metadiscourse subcategory markers, or hedges, have been chosen from the corpora. The research reveals that American writers were less assured than Pakistani writers and more likely to use hedge markers. Furthermore, they provided an opinion rather than a precise reality because they lacked certainty. In addition, the data from the hedge markers reveal an American writer bias against Pakistani writers (see table 4.8). Compared to the Pakistani corpus, the American corpus has less data on booster markers than it does on hedges. As booster signals increase the text's certainty, readers will have more faith in the content. However, in this instance, Pakistani writers tended to be more definite in regard to American writers.

Attitude markers, which catch the readers' attention, are another type of interactional marker. Additionally, it links readers to the author's content found in corpora. More attitude indicators have been utilised by Pakistani writers than by American writers. The frequency indicated that Pakistani abstract authors made a greater effort to engage readers than American writers. In terms of engagement metrics, American writers engage their audience more than Pakistani writers do. More than Pakistani writers, American writers pay heed to or anticipate their readers. Self-mention is the final element of interactional metadiscourse, and paradoxically, American authors have utilised it frequently in the summaries of pieces criticising Pakistani authors. The American data exceeds the Pakistani statistics by more than 100%. (See table 4.12). According to evidence, American authors appreciated mentioning oneself to readers in order to build a stronger bond. Pakistani authors typically avoided using the third person by using the personal pronoun.

The authors increase readers' trust in the material by using interactive markers. This category of markers focuses on text. Each of the five interactive categories has five markers for subcategories. In interactive metadiscourse, transitive markers, most often conjunctions, are used to link ideas or information in text. Regarding the use of transitive markers, both corpus writers are on the same page. Both have employed nearly the same numbers because they are aware of the importance of connections between ideas, opinions, and content. The frame markers in a text cover the relevance and sequencing, and only American authors can frame a text more effectively than

Pakistani writers can, which explains why they use more frame markers in the study than Pakistani writers do. Regarding endophoric markers, authors in both nations use these to help readers recall prior statements or information in order to engage them with the text. These markers were being used, and they may have been used to show a previous point of view in the text. Additionally, Pakistani writers referenced remarks more frequently than American writers since doing so helped readers believe the content was genuine (see table 4.16). The employment of code-glosses to reword a concept or point of view is a frequent practise among American writers. Compared to Pakistani writers, they have employed more code-glosses in the corpus. Additionally, they were better equipped to explain the material so that readers could understand the text's prepositional meaning (see table 4.17).

In the final notes, the authors noted that there were 5424 interactive markers altogether in the abstracts, of which American authors used 2818 and Pakistani authors used 2606. It demonstrates that the writers in both nations are aware of how to improve the text for the reader by utilising text-oriented markers rather than readers-oriented ones. Less space is given to interactive markers in both corpora, which shows that the authors favour them. Pakistan has employed 1302 interactional markers compared to 1964 used by Americans. All of this shows how meticulously abstract writers used markers, particularly interactive markers, to engage with readers and persuade them by using more text-oriented interactive markers to validate the text.

The examination of the comparative data on metadiscourse markers in the abstract sections of approved Pakistani and American journals reveals nuanced patterns in the utilization of interactive and interactional markers. The corpora were systematically categorized into interactive markers, encompassing transitions, frames, endophoric, evidential, and code-glosses, and interactional markers, comprising hedges, boosters, attitude, engagement, and self-mention. Notably, interactive markers were more frequently employed in the American corpus (2818 instances) than in the Pakistani corpus (2606 instances), a discrepancy attributed to the larger sample size of the former. The American corpus, encompassing 49221 words, exhibited higher levels of both interactive (2818) and interactional (1964) markers compared to the Pakistani corpus with 47040 words, recording 2606 interactive and 1302 interactional markers.

Analyzing the identified markers, more than 5424 interactive markers and 3266 interactional markers were discerned across both corpora. The prevalent "transition" marker exhibited consistent high frequency in both American (2213 occurrences) and Pakistani (2203 occurrences) data. However, "evidential" markers displayed notable divergence, with a mere 19 occurrences in Pakistani corpora compared to 7 occurrences in American corpora.

The study delves into the qualitative nuances of specific markers. Hedges, employed to transition fact into opinion, revealed a distinctive pattern; American writers leaned towards opinion, while Pakistani authors exhibited precision and confidence in their research outcomes. Notably, Pakistani authors utilized two hedges, 'indicated' and 'suggested,' with higher frequency, underscoring their preference for nuanced expression.

Examining booster markers, the data indicated a noteworthy trend: Pakistani authors demonstrated greater confidence in their abstracts compared to their American counterparts, as evidenced by the higher frequency of booster markers. The nuanced use of language and markers portrayed a divergence in the rhetorical strategies employed by the two cultural groups.

Further exploration of attitude markers unveiled that while Pakistani authors exhibited a slightly higher frequency than their American counterparts, the former utilized attitude markers strategically to establish a genuine connection with readers. Specific markers such as "important" and "essential" played a pivotal role in persuasion.

Engagement markers, utilized to gauge reader attention, revealed a significant contrast, with American authors employing them more frequently compared to Pakistani Authors This disparity underscored distinct approaches to encouraging reader engagement between the two cultural groups.

The analysis of self-mention markers elucidated a divergence in the use of first-person pronouns. American authors, in a departure from conventional practices, prominently featured the first-person pronoun "I" (55 occurrences), whereas Pakistani authors demonstrated restraint, utilizing it sparingly (11 occurrences). The preference for the third-person self-mention marker "researcher" in Pakistani data further underscored cultural disparities in authorial presence.

Transition markers, as pivotal elements linking ideas in a text, showcased a consensus between American and Pakistani authors, particularly in the consistent use of the conjunction "and." However, the use of frame markers exhibited distinct patterns, with American authors employing them more frequently to facilitate logical progression or topic transition. Notably, the marker "endophoric" demonstrated equal usage in both corpora, employed to enhance paragraph-to-paragraph coherence.

Evidential markers, leveraging prior published work to validate content, revealed an unexpected trend. Pakistani authors surpassed their American counterparts in employing evidential indicators, challenging conventional practices where abstracts rarely quote or cite texts.

Code-gloss markers, aiding reader comprehension, revealed that American authors displayed a greater inclination than Pakistani writers to simplify content. Notably, the marker 'or' emerged as the most frequently employed code-gloss in both cultures, indicating a shared tendency to simplify text.

In conclusion, metadiscourse markers play a pivotal role in shaping the organizational structure and rhetorical strategies of academic writing. The meticulous analysis of interactive and interactional markers in American and Pakistani corpora offers nuanced insights into cultural variations in linguistic expression, rhetorical choices, and persuasive strategies. This study not only advances our understanding of cross-cultural academic communication but also prompts avenues for further research, contributing to the broader discourse on metadiscourse and its impact on reader engagement and comprehension in academic settings.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to provide a solid conclusion for the entire investigation and evaluate how well the study's objectives and aims were achieved. Information regarding the study's summary is provided in Section 5.1. The summary includes the introduction, research questions, objectives, samplings, and results of the study. Similar results are presented in section 5.2. The objectives and research questions back up the conclusions. Additionally, sections 5.3 and 5.4 go into great detail about the study's findings and suggestions.

5.1 Summary of the Research

The goal of the current study is to better understand how native and non-native English speakers use language in academic contexts. It is undeniably true that native speakers of a language are better at using it precisely than non-native English speakers. The abstract data was split into two groups: Pakistani Journals and American Journals, in order to meet the aims and respond to the study questions. Following that, five journals were taken from each country. Additionally, there are 332 abstracts from American journals and 240 abstracts from Pakistani journals about the English linguistic. Thus, a corpus of more than 96,261 words was created from a total of 572 abstracts. The American abstracts corpus contained 49221 words, compared to 47040 words in the Pakistani abstracts' corpus. The journals' data covered the four-year period from 2018 to 2022. The data were gathered using a judgmental or purposeful sampling technique.

A Hyland (2004) metadiscourse markers was utilized to provide the study with a theoretical foundation. The analytical foundation was also provided by a model of the metadiscourse modal of taxonomy proposed by Hyland (2005). As a result, academics from many disciplines have proposed a variety of taxonomies for metadiscourse. Hyland (2005) suggested a provisionally forceful and logically reliable model of metadiscourse, viewing all metadiscourse as interpersonal. Finding metadiscourse markers employed by academic writers who are native and non-native English speakers

is the goal of the study. Different tasks are carried out by metadiscourse markers in writing. They serve as a link between the authors of a text and the reader. The study looked at how persuasion was developed and used. The Abstract parts of the articles from the best American and Pakistani journals were chosen from a cross-linguistic perspective while considering how opinion-oriented they were. The authors used metadiscourse techniques to make it easier for readers to understand the message and points of view they were projecting. They fulfil both the literary and interpersonal purposes of language. The Hyland (2005) Model of taxonomy was used to investigate the use and frequency of metadiscourse markers in the study. With the help of these markers, the text was able to hold the attention of its readers and be easily understood.

5.2 Findings of the Research

The researcher has examined and compiled the findings of how the Pakistani and American metadiscourse markers in the abstracts altered the context of the text for the readers in light of the in-depth investigation of its application and the aforementioned conclusion. The research's findings are listed below;

1. The corpora of both countries were divided into interactive and interactional markers, such as transitions, frames, Endophoric, evidential, and code-glosses. Interactional markers include hedges, boosters, attitude, engagement, and selfmention. Interactive markers were used 2818 times in the American corpus compared to 2606 times in the Pakistani corpus. The American corpus was larger than the Pakistani corpus despite the study having an identical number of journals but a different number of abstracts. The overall number of words in the Pakistani corpus was 47040, while the entire number of words in the American corpus, which added 2181 words, was 49221. The American corpus has the highest levels of the interactive and interactional markers (2818 and 1964 respectively) compared to the Pakistani corpus's 2606 and 1302 scores.
2. More than 5424 interactive markers and 3266 interactional markers have been identified in both corpora. The most common of those five interactive markers is called a "transition" marker, which occurs 2203 times in Pakistani data and 2213 times in American data. "Evidential" markers had the lowest frequency in interactive markers, appearing 19 times in Pakistani corpuses and 7 times in

American corpuses, respectively (see table 4.4). The five interactional markers had the lowest frequency among all markers, excluding interactive markers. The interactional marker with the highest frequency was "hedges," which appeared 334 times in the Pakistani corpus and 485 times in the American corpus. The 'attitude' marker had the lowest frequency, 81 and 76 in the Pakistani and American corpora, respectively.

3. Hedges markers are employed to transform fact into opinion, and some academics believe this displays civility. In that light, it was discovered that American writers tended to lean more heavily on opinion than they did on truth. Pakistani authors used more precise language and had greater assurance in the results of their research. Pakistani authors advanced in two hedges, that is, indicated and suggested, whereas the remaining markers favoured American authors due to their frequency (see table 4.8).
4. An intriguing finding about booster markers was that Pakistani authors in the abstracts shown greater confidence than American authors. According to the statistics, Pakistani writers employed 315 booster markers to challenge American writers, who used only 276. The American employed it more frequently against the writers from Pakistan, and this was the main difference in the show/s/ed/n marker. It is interesting that the three markers stated in Table 4.9 have received the largest boosters when compared to American data considering Pakistan's corpus's overall data was high.
5. Attitude is the third interactional marker in line, with somewhat more occurrences in the Pakistani corpus (81), compared to the American data (76). The examination of the markers revealed that Pakistani authors used a significant number of attitude markers to demonstrate a more genuine connection to readers. Furthermore, just one marker had the highest frequency, while the remainder had very low counts. Additionally, the findings demonstrated that Pakistani authors were more likely to persuade readers by utilising attitude indicators, particularly "important" and "essential."
6. The writers employed engagement markers to evaluate readers' attention in relation to the content, and Americans were successful. They have utilised engagement markers in significant numbers (779), while Pakistanis have used

only 447, or almost half as many. We had a significant usage of the engagement marker in the American corpus (205). The startling fact was that only 30 times were used by Pakistani authors. This demonstrated how American writers encouraged reader engagement in contrast to Pakistani abstract writers (see table 4.11).

7. The final marker that was examined in the study was self-mention. The primary purpose of using the first person was to persuade the readers that the writer is present to respond to them. As is customary, American authors dared to display themselves in the research study whereas Pakistani authors made an effort to conceal their existence in the text. This was evident in the data analysis section 4.5.5 of the self-mention markers. Amazingly, Americans used the first-person pronoun, "I," 55 times whereas Pakistanis used it just 11 times. The sole thirdperson self-mention marker with the highest number, 37, in the Pakistani data was "researcher," which appeared only once in the American corpus (See section 4.12).
8. Since transition markers were employed in the data to link ideas, opinions, or concepts in a text, the interactive markers are thought of as text-oriented. In both corpora, the conjunctions utilised as text markers, particularly "and," had the highest frequency, with 1764 in the Pakistani data and 1780 in the American data. Only in transitional words did both writers from different countries agree on the appropriate use of the conjunction "and." Additionally, the other markers failed to significantly differ (see table 4.13).
9. The statistics showed that American had more frequently employed frame markers to provide a logical progression or topic transition. Pakistani writers were found to have less frame markers orientated because their writing was typically dispersed and occasionally made illogical connections that appeared unnatural (see table 4.14).
10. The marker Endophoric was used equally by both corpus writers. This marker was frequently used by data writers to link one paragraph to another so that readers could understand it better. The authors were aware that referencing the final paragraph or idea was essential for the readers to comprehend the material (see table 4.15).

11. The fourth interactive marker, evidential, uses prior published work to validate the content by citing or mentioning it. Surprisingly, Pakistani writers employed more evidential indicators in the research paper abstracts than American writers did. According to acknowledged conventions, texts are rarely quoted or cited in abstracts; this practice was present in the American data but absent from the Pakistani data (see table 4.16 & figure 4.10).
12. Code-glossary marks support and help readers understand the meaning of the text. It was discovered that Americans were more motivated than Pakistani writers to make the material simpler. They have utilised the code-glosses markers against the Pakistani 161 times in the text, or 252 times overall. Due to similar desire to simplify the text, Pakistan and America used the 'or' marker the most frequently out of the five code-glosses.
- 13.

5.3 Conclusions

Text is become more reader-oriented by the use of metadiscourse markers, which may make it easier to comprehend the author's point of view. The primary objective of this study was to compare the abstracts from American and Pakistani publications using Hyland's interactive and interactional markers (2005). Utilizing these markers demonstrates a certain amount of writing proficiency, particularly in research articles. To properly compare the levels, five journals from each country's list of HJRS-approved journals were chosen. The study's findings showed that American authors utilised more interactive and interactional devices in their abstracts than writers from Pakistan.

In comparison to Pakistani data, American data was larger and had more abstract, interactive, and interactional markers. Even though the study examined past works and drew insight from them, its main focus was on finding answers to the following three research questions:

1. How do the Pakistani and American writers of academic English organize their texts by using discourse makers?

2. What are the similarities and differences between journals written by Pakistani and American writers in using interactive metadiscourse markers?

3. What are the similarities and differences between journals written by Pakistani and American writers in using interactional metadiscourse markers?

The study produced a fascinating collection of responses to the aforementioned questions. The study's initial research question has been answered, and the results are quite insightful and illuminating. Interactive markers are used by American and Pakistani writers frequently to bring organization and flow of information in their writings. The most used marker among all is transition marker that is employed by 2203 and 2213 times by Pakistani and American writers. It shows how commonly sophisticated writers of English language make use of textual markers to maintain unity in their writings. Overall, 5424 interactive MDMs are used in both corpora that uncovers the fact that writers used these devices to keep continuity in their texts. Results have proved that academic writers take into account these tools to develop comprehensible and systematized works.

The second question's solution focused on comparing and contrasting the interactive markers used by American and Pakistani writers. Both abstract writers employed a lot of interactive text markers. The five interacting markers that were chosen were significant in both corpora because they appeared most frequently in the data and were relevant to the investigation. There was just a very little variation in the frequency, which was around 200 words. Both text corpora used transition markers equally frequently and in a variety of contexts. Additionally, there was a significant difference in cod-glosses that was almost 100%. The remaining markers had no effect on the text's quality.

The answer to the third question discussed the interactional metadiscourse's similarities and distinctions. Both of the country authors struggled to remain consistent in the third question as they did with the interactive markers, but they also struggled to employ them in large quantities. The difference in frequency was significant—it was almost 2000 words or more. This demonstrated that writers were primarily more interested in using text-oriented markers than reader-oriented markers in both sets of data. One can count the tiny difference between the hedge and booster markers as a

similarity. The engagement indicator, which was close to 100%, showed the biggest difference.

In the end, metadiscourse markers are a crucial component of academic writing, and their use is much more important when it pertains to research publications. Because they link readers to strings of words, or markers, the metadiscourse markers help the text better align with what readers want to read.

5.4 Recommendation

1. It is recommended to look at how metadiscourse markers, particularly text oriented (interactive) markers, affect students' understanding of academic texts in higher education. Considering that this will give academics additional opportunities to emphasize metadiscourse with other comprehension tools.

2. To check for metadiscourse in the primary textbook, a comparative investigation is required. Additionally, the amount of metadiscourse in a text book affects how well the material is understood. The primary class text book will be fascinating to explore as metadiscourse markers are mainly studied in texts or media for higher classes.

3. The use of metadiscourse markers in spoken speech requires a thorough examination. During the lesson, the student's conversation should be videotaped and afterwards examined for utilization of metadiscourse. Find out if students employ metadiscourse in their spoken communication. The research may also be comparative between secondary and higher education.

4. Examining how the use of metadiscourse markers affects the language used in the UNO general assembly. World leaders provide speeches on a variety of subjects pertaining to both domestic and international affairs in their respective nations. Therefore, it should be looked at what world leaders said during the UNO assembly.

6. A case study to examine the usage of metadiscourse markers in social media language by different social media users like, journalists, politicians and social professionals particularly in Twitter texts and tweets.

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