METADISCOURSE MARKERS IN ACADEMIC WRITING: A CORPUS-BASED STUDY OF LINGUISTICS AND LITERATURE RESEARCH PROPOSALS AT NUML, ISLAMABAD

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

December, 2024

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B.S., Hazara University, Mansehra, 2017

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In **English**

To

FACULTY OF ARTS & HUMANITIES

NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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FACULTY OF ARTS & HUMANITIES
NATIONAL UNIVERSITY OF MODERN LANGUAGES

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Thesis Title: Metadiscourse Markers in Academic Writing: A Corpus-Based Study of Linguistics and Literature Research Proposals at NUML, Islamabad

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Candidate of **Master of Philosophy** at the National University of Modern Languages, I do hereby declare that the thesis **Metadiscourse Markers in Academic Writing: A Corpus-Based Study of Linguistics and Literature Research Proposals at NUML, Islamabad,** submitted by me in partial fulfillment of the MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Metadiscourse Markers in Academic Writing: A Corpus-Based Study of Linguistics and Literature Research Proposals At NUML, Islamabad

The present study explored the use of metadiscourse markers in M.Phil research proposals authored by students from the disciplines of literature and linguistics at the National University of Modern Languages (NUML) in Islamabad. A total of sixty research proposals were analyzed, with thirty selected from linguistics and thirty from literature. The researcher used a mixed-methods approach to examine the differences in frequency and the use of metadiscourse markers between these two fields. A quantitative analysis was conducted to identify frequency differences between the two disciplines. The study was corpus-based, utilizing AntConc 4.0.2 software to analyze these frequency variations. The primary focus was on the identification of how frequently metadiscourse markers were used in literature proposals compared to linguistics. Initial findings indicated that literature proposals exhibit a significantly higher frequency of metadiscourse markers than their linguistic counterparts. The frequency of interactive metadiscourse markers in literature is 6,626, while it stands at 5,255 in linguistics. Likewise, the Interactional type of metadiscourse markers was utilized 1,263 times in literature, compared to just 785 linguistic occurrences. These figures highlight the differences between the two fields. Additionally, the researcher conducted a thematic analysis to identify instances of misuse and omissions of these markers, demonstrating how their proper incorporation enhanced coherence, cohesion, and the overall presentation of arguments within the text. To assess the appropriateness of metadiscourse marker usage, the researcher compared these findings against Hyland's (2005) model, evaluating whether these markers function correctly according to established criteria. A qualitative study was conducted to explore how the usage of metadiscourse markers differs between linguistics and literature. The conclusions of this research indicated that the greater use of metadiscourse markers in literature proposals suggests that coherence and cohesion in the presentation of arguments were more prominent in the literature compared to linguistics. Learners, educators, and curriculum designers were recommended to improve the understanding and application of these essential linguistic tools.

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LIST OF ABBREVIATIONS

TMD:	Textual metadiscourse
IMD:	Interpersonal metadiscourse
MDM:	Metadiscourse marker
L1:	First language
L2:	Second language
KWIC:	Keywords in context

ACKNOWLEDGEMENTS

I am thankful to Allah without whose blessing I would not have been able to complete this difficult task. I thank Prof. Dr. Arshad Mahmood, Dean of the Faculty of Arts and Humanities, and Dr. Farheen Ahmed Hashmi, Head of the Department of English (GS), for their cooperation in the process.

I would like to extend my heartfelt gratitude and love to my esteemed father, Professor Shah Nawaz Khan, and to my wonderful mother, whose unwavering support and encouragement have inspired me throughout my journey to earn this degree. I would like to express my heartfelt gratitude to my brothers, Dr. Muddassar Nawaz and Usama Nawaz Khan, for their unwavering support and cooperation throughout my academic journey. Additionally, I want to extend my thanks to my beloved sister for her constant encouragement and support during these years of study. I also give my sincerest thanks to my supervisor, Dr. Khurram Shehzad, who has consistently challenged my ideas with the intent of bringing out the best in me. Despite having to read through screeds of incoherent sentences, he has always given positive and constructive advice and has been extremely helpful in times of need. I am sincerely grateful for this. Thanks to the English Department of NUML for offering me the academic and creative space to bring this thesis to life.

Thank you all.

DEDICATION

This thesis is dedicated to my father, Professor Shah Nawaz Khan, and my beloved Mother.

CHAPTER 1

INTRODUCTION

Academic writing serves as the cornerstone of scholarly communication, enabling researchers to present their ideas, arguments, and findings to the academic community. An important kind of academic writing is research proposals that enable researchers to specify their goals, defend the significance of their work, and describe their methodology. Furthermore, academic writing must be clear and convincing in this setting in order to engage readers, build credibility, and spread knowledge. One of the linguistic tool that supports these functions is metadiscourse. Metadiscourse markers refer to aspects of text organization or indicate a writer's stance towards the text's content or the reader (Hyland, 2004, p. 109).

Different linguists offer varying definitions of the term metadiscourse. Crismore et al. (1993, p. 47) define metadiscourse as linguistic elements in written or spoken texts that help organize, understand, and evaluate the information presented. Furthermore, Dahl (2004) defines "metadiscourse markers as elements used by writers to structure texts and create interactive narratives." Hyland (2005) distinguishes between two primary categories of metadiscourse markers: interactive and interactional. Various scholars (Craig, 2008; Hornby, 2010; Kumpf et al., 2000) have examined this categorization and its subsequent refinements.

Specifically, metadiscourse markers are lexical items that facilitate cohesion and Organization within written texts. These markers not only structure information but also ensure that ideas flow coherently from one point to the next by explicitly signaling relationships between concepts (Schiffrin, 1987). For instance, frame markers like "firstly" and "in conclusion" help to make the text's general structure clear, while transition markers like "therefore" and "however" assist readers in following logical links. In addition to structuring, metadiscourse conveys the author's attitude (e.g., perhaps, certainly), adds facts, and cognitively connects the reader with the author's point of view. Moreover,information is arranged logically and persuasively through the combined roles of interactional coherence (reader engagement) and textual cohesion (structural clarity).

So,coherence is the end outcome of metadiscourse, and it is demonstrated by the way authors plan their thoughts and understand the demands of their audience. More importantly, metadiscourse serves as a "recipient-design filter," modifying the text to help readers comprehend and agree with the argument. Additionally, by examining these indicators, we can learn more about how authors assess the expectations of their readers and modify their writing to fit particular communicative situations.

1.1   History of Meta Discourse Markers

Metadiscourse markers were categorized and organized using a variety of taxonomies and classifications. Nearly all of them begin with Halliday's (1973) perception or theory of language. Linguist M.A.K. Halliday developed the theoretical framework for metadiscourse markers by suggesting three eminent roles of language: textual, ideational, and interpersonal. On the other hand, Vande Kopple (1985) argues that effective communication involves relationships and credibility or authenticity markers. Furthermore, Vande Kopple (1985) and Crismore et al. (1993) share identical perspectives on discourse markers and their types. However, their opinions on the subcategories of markers are different. Along with assessing and organizing the material, they placed a high priority on comprehending the author's point of view. According to Hyland (2004), language plays a crucial role in conveying and organizing information in written texts. According to Graham and Perin (2007), many teenagers have difficulties in writing even though their reading skills are normal. This suggests that writing proficiency and reading proficiency are frequently correlated. Furthermore, transitional words, such as conjunctions, can aid in identifying various steps in the discourse, including contrastive, consequential, and additive. Other linguistic elements, including endophoric expressions, code glosses, frame markers, evidential markers, interactional resources, self-mentions, and engagement markers, are also significant in organizing and engaging the target audience with the text (Hyland, 2005; Schiffrin, 1987).

Specifically, Hyland (2005) introduced the interpersonal model of metadiscourse, based on a comprehensive approach. This paradigm distinguished two major groups of metadiscourse markers: interactional and interactive. An interactive type of metadiscourse involves the author guiding viewers through the content and anticipating their needs for better comprehension. Additionally, it encompasses utilizing specific

techniques to establish an argument, meet viewers' needs, and tailor content according to their requirements. This category of metadiscourse markers encompasses several subtypes, including transition markers, frame markers, endophoric markers, code glosses, and evidential markers.

As established in the previous section's discussion of the models and history of metadiscourse markers, it is crucial to remember that these markers are not limited to academic writing. Metadiscourse markers are used extensively in both academic and non-academic genres to organize discourse, engage readers, and clarify meaning. This wide range of applications emphasizes the importance of clear communication in various settings. Considering this aspect, many researchers have investigated the role of these markers in both academic and non-academic texts.

One of the studies conducted by Mina and Biria (2017) used Hyland's taxonomy to identify interactive and interactional metadiscourse indicators in English research articles published by Iranians. Similarly, Jauro et al. (2014) researched metadiscourse markers in Nigerian newspapers, which served as the basis for this descriptive study. The study used a deliberate sampling strategy to collect data.

Therefore, it is evident from the above discussion that extensive research has been conducted in Pakistan as well as outside Pakistan on the utilization of metadiscourse markers in various academic and non-academic genres. However, there is a notable lack of research in Pakistan on the use of metadiscourse markers in research proposals written by M.Phil. Students in Literature and Linguistics. To address this gap, the present study examines the frequency and distribution of metadiscourse markers in research proposals written by M.Phil. English linguistics and literature students at NUML, Islamabad.

1.2   Statement of the Problem

Even though metadiscourse markers are known to be important for creating coherence, cohesiveness, and good reasoning in academic writing, M.Phil. students in Pakistan frequently face significant challenges, especially when writing research proposals in English as a second language. These issues manifest as a lack of textual coherence, poor argument presentation, and inadequate cohesion. There is a glaring paucity of research, particularly when it comes to the use of metadiscourse indicators

in research proposals by Pakistani M.Phil. students studying literature and linguistics at NUML Islamabad.

1.3   Significance of the Study

The present study provides researchers and students with useful recommendations for better use of metadiscourse markers in research proposal writing. It also gives teachers a starting point for teaching the proper application of metadiscourse markers, emphasizing the development of coherence, cohesiveness, and the ability to offer strong arguments in research projects. Furthermore, the study provides cross-disciplinary insights by comparing the use of metadiscourse markers in literature and linguistics research proposals, demonstrating how their usage differs across these fields. This study aims to identify gaps and challenges, including the use of metadiscourse markers by literature and linguistics students in their research proposals. After recognizing these factors, the research intends to pave the way for further investigation into the reasons behind such differences and whether they hinder effective communication. To provide a rigorous analysis, this study employs a mixed-methods approach, incorporating both qualitative and quantitative data.

1.4   Research Questions

i.   What metadiscourse markers are frequently used by M.Phil literature and linguistics students in their research proposals?

ii. How does the use of metadiscourse markers in linguistics and literature research proposals differ?

1.5   Research Objectives

The following are the research objectives of the study.

i.   To find the frequency and which metadiscourse indicators are used by M.Phil students in literature as well as in linguistics fields.

ii. To find out how the use of metadiscourse markers differs in research proposals written by linguistics and literature students.

1.6 Delimitation

This study was a case study of linguistics and literature research proposals written by MPhil students at NUML, Islamabad. The study was corpus-based. The corpora consisted of a total of 60 research proposals, 30 from the linguistics discipline and 30 from the literature discipline. The research proposals selected for study ranged from January 2022 to December 2023.

CHAPTER 2

LITERATURE REVIEW

This section of the thesis focused primarily on Hyland's 2005 model because of its significance as a theoretical framework for the whole research. Moreover, this chapter focused on previous research studies and identified research gaps.

2.1   HyLand's (2005) Model

Hyland (2005) states that metadiscourse markers, which include explaining, clarifying, leading, and interacting, are employed to indicate the writer's understanding of the reader and their needs. This process occurs exclusively when the author maintains a clear, reader-centered purpose and presents texts effectively to their intended readers or audiences. Another way to put it is that the more adeptly a writer uses meta-discourse markers, the more directly the writer can communicate with the reader by providing precise direction and explanation. In its most basic form, metadiscourse conveys the notion that communication encompasses not only the transfer of ideas, products, or services but also the personalities, attitudes, and presumptions of the individuals involved. In light of this, metadiscourse markers that facilitate and support language use have grown increasingly important in academic writing. Ideational, interpersonal, and textual functions are the three categories into which metadiscourse creators are divided, depending on their functions:

- The ideational function seeks to communicate the author's thoughts to the audience.

- "The textual function of language facilitates the production of coherent and logically structured written and spoken texts that are contextually relevant and appropriately tailored to the audience."

- The interpersonal function of language emphasizes how language is established and maintained, highlighting the links between the author and the reader.

Halliday (1994) identified three distinct groups of metadiscourse markers in his research. In contrast, Hyland (2005) demonstrates that there are only two types of markers: interactive markers and interactional markers.
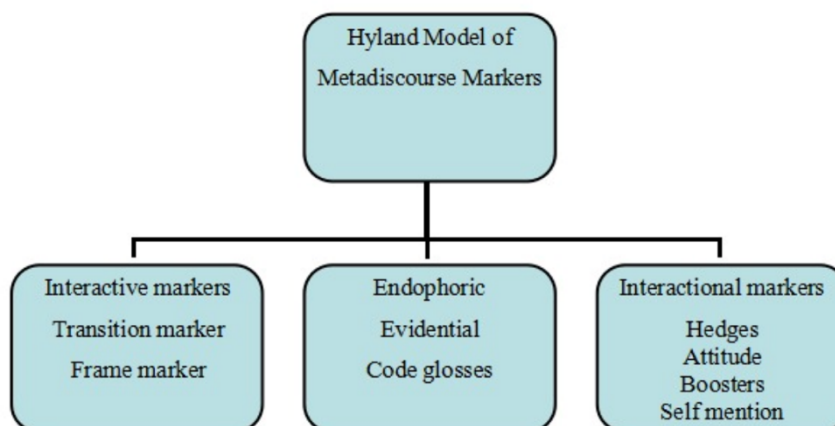
Figure 2.1: Hyland's Model of Meta Discourse Markers

2.1.1 Interactive Category of Meta Discourse Markers

The interactive category of metadiscourse markers is as follows

- **Frame Markers**

The boundaries or limits of the text, as well as the units of the schematic writing structure, are indicated by frame markers. Frame makers assist the reader in comprehending the texts, sequencing, text phases, concept transitioning, and the text speech target announcement. Frame markers may perform four different functions:

i.   To sequence or order certain sections of the text or argument. For instance, first, next, second, etc.

ii. To highlight aims (which is my intention here). It labels the phases of the content, such as a summary.

iii. To communicate topic transitions, "such as, let us return to, (Hyland, 2005)."

- **Transition Markers**

Hyland (2005a, p. 50) defines transition markers as techniques that help readers understand the relationships between different parts of an argument, illustrating connections between main clauses with words such as, thus, and, but.

This type of subcategory has been separated into three distinct groups: addition (e.g., furthermore, moreover), comparison (similarly, in contrast), and consequence (informing the audience of a final thought).

- **Endophoric Markers**

   The third subtype of metadiscourse markers, known as endophoric markers, functions by referring to other sections of the text to assist readers in understanding and navigating the discourse. According to Halliday and Hasan (1976, p. 33), textual references facilitate readers' comprehension of the writer's intended meaning and arguments.

   These markers contribute to other portions of discourse. As said above, refer to the figure, etc. This function involves referencing previously mentioned or impending material, as illustrated in Figure 2. Readers will be led to the author's chosen interpretation (Hyland, 2005a).

- **Evidential**

   Evidential markers are another type of interactive marker, as Hyland (2005a, p. 51) identifies an initial source of information that validates the writer's claims, such as X, as Z asserts. In academia, writings in this subtype are referred to as community-based literature. Furthermore, evidence can help identify the author or source of a specific position. While evidence can help persuade, it should not be confused with the writer's interactional position.

- **Code Glosses**

   According to Hyland (2005a, p. 52), code glosses are the final subcategory in this dimension, providing additional information to help readers understand the intended meaning. They show how authors anticipate the reader's comprehension by clarifying specific phrases that they believe the reader may find unfamiliar, such as "this is known as" or "that is. Code glosses are also frequently used between parentheses.

2.1.2 Interactional Category of Meta Discourse Markers

By utilizing the interactional category of metadiscourse markers, the author can effectively engage the audience in the conversation. These resources offer unique opportunities for your audience to participate and engage with the discussion. Additionally, these communicative elements convey the author's position on the subject matter and target audience. The author aims to clarify his viewpoint and encourage audience participation by letting them connect with the content.

Furthermore, the text highlights various linguistic elements used to support this point. These include attitude markers, boosters, hedges, engagement markers, and self-mentions, all aimed at fostering audience engagement.

- **Hedges**

According to Hyland (2005), hedges are strategies used by authors to acknowledge opposing viewpoints and voices and show that they are not entirely committed to a certain idea. Hedges include words like "perhaps," "possibly," and "might." Authors can express their subjective judgments and make it apparent that the information they offer is not always accurate by using hedges in their writing. Additionally, Hedges notes that rather than being founded on absolute certainty, the statements are supported by reasonable argumentation.

- **Boosters**

Boosters can be a helpful tool for writers to convince their readers of the validity of their arguments. These are commonly used when the writer deems it safe to include them in their propositions. Rather than detracting from the argument, boosters serve to enhance it. Examples of boosters include phrases like "clearly" and "indeed."

- **Attitude Markers**

Concerning the propositional content, attitude markers such as "agreement," "surprise," "importance," "frustration," and "obligation" express the writer's attitude. These tools reveal the writer's emotive perspective on the propositional material. Although attitude can be expressed using comparatives, subordination, progressive participles, punctuation, and text location, sentence adverbs, attitude verbs, and adjectives are the most common ways to do so metadiscursively.

- **Self-Mentions**

Self-mention pertains to the level of explicit author presence in the text as determined by the number of adjectives that show possession (mine, me, our, ours, and we) and first-person pronouns. Any piece of writing includes details regarding the author, even if the most successful method of self-presentation is probably personal projection using the pronouns of the first person (Ivanic, 1998). Authors frequently incorporate their personal opinions and perspectives within their arguments, communities, and engagements with readers. In most cases, authors intentionally choose to take a specific position and establish a contextually located authorial identity by including or excluding explicit author references (Hyland, 2001b).

- **Engagement Markers**

According to Hyland (2005), engagement markers are tools that specifically target readers to draw their attention or to include them in the conversation. The employment of boosters, self-mentions, attitude, and hedges enables writers to highlight or downplay the audience's involvement in their writing while also creating a feeling of authenticity, trustworthiness, and authority. Differentiating between engagement, implications, and attitude markers may prove difficult in practice. However, for two reasons, the latter places more emphasis on reader interaction: The opening phrase acknowledges the significance of satisfying the readership's needs for inclusivity and academic cohesiveness by utilizing the audience pronouns (your, we, you) and interjections (you may notice, by the way).

The second objective is to position the audience rhetorically, which includes anticipating objections, interacting with readers at key points, and directing them toward particular interpretations. Questions, instructions (primary imperatives like "see," "note," and "consider," as well as obligation modals like "must," "have to," and so on), and allusions to common knowledge serve these purposes primarily.

A focus on the reader is essential to achieving social and rhetorical goals in every communication scenario. Writers must anticipate and address any challenges to their beliefs, as readers can often misinterpret prepositional information and disagree with the writer's viewpoint. They accomplish this through the use of metadiscourse, which they employ to convey collegiality, mobilize support, resolve conflicts, and prevent confrontations. By addressing readers' expectations that an argument would

follow standard text patterns and expected paths, interactive tool choices enable readers to analyze the text by encoding linkages and arranging the content in a manner that the reader will find persuasive and suitable. On the other hand, the author's interactional options center mainly on the interaction's individuals, with the writer's perspective taking on a respectable persona and tone that adheres to social conventions. Academic writing primarily involves finding a disciplined balance between uncertainty and confidence.

2.1.3 Problems and Limitations of HyLand's (2005a) Model

Lee (2009) suggests that Hyland's approach is best suited for analyzing the utilization and dissemination of metadiscourse markers in written discourse. However, Hyland's model, like prior metadiscourse marker models, has limitations. The distinction between propositional speech and metadiscourse markers is maintained. Second, consider the similarities among categories. For example, Lee (2009, p. 88) suggests that the endophoric marker subcategory 'sequence' and frame markers (on page x, in section x) might be grouped as they refer to impending or previously discussed material. Moreover, Lee (2009, p. 103) noted that the model is functionally diversified, with multiple components in each class, such as frame markers, which have four distinct functions. On the other hand, detailed descriptions of MDM subgroups and their roles require additional items within each subcategory. Lee's (2009) criticism of this aspect may be inaccurate.

Another issue is that the model's broad subcategories may make identification challenging, for instance, attitude markers (Ädel & Mauranen, 2010, p. 3). HyLand's (2005a) definition includes adjectival, verbal, and adverbial clauses that can function as MD in this category. Attitude signals are unclear and difficult to differentiate from propositional substances. Additionally, the subdivisions of boosters and hedges are broad and may encompass too many terms. To address this issue, it is recommended that a predetermined list of MDMs be established and consistently applied. To address this issue, it is important to employ MDMs correctly in the text. Hyland (2005) acknowledges that his MDMs model, like most others, is inductive and does not provide a complete analysis of investigations. The model only depicts a portion of the actual utilization of the metadiscourse marker. Metadiscourse markers can be mistaken for

propositional content and within categories, according to his findings. Interactional elements, such as "but" and "however," can vary between different judgments. Additionally, Hyland (2005) emphasizes that this paradigm is built on a functional approach, with writers referring to the text, themselves, or the reader. The study only considers MD's communication functions, not its syntactical ones.

Although Hyland's model has certain limitations, it is widely adopted in studies due to its clear distinction between propositional content and metadiscourse, as well as its inclusion of both textual and interpersonal dimensions. Citations include Alotabi (2016), Alshahrani (2015), Cao and Hu (2014), Estaji and Vafaeimehr (2015), and Farahani and Sbetifard (2017).The approach was designed to analyze the use of MDMs in academic writing (Hyland, 2005a), making it suitable for this study.

2.2   Previous Studies

This section focuses on previous studies conducted by different researchers at different times. This portion encompasses a detailed analysis of research on metadiscourse marker usage in other genres, both at the national and international levels.

2.2.1 Theme 1: Metadiscourse Markers in Academic Writing

Maryam and Seyedeh (2014) conducted a study. The purpose of the study was to compare how males and females used boosters and hedges in the two sections of the study, the abstract and the discussion. The metadiscourse taxonomy was used to compile the list of hedges and boosters, as claimed by (Hyland, 2005). The essay was written by a native Persian speaker who speaks English well. The study's qualitative and quantitative results showed that Iranian men were more interested in using boosters than women in their academic writing. Compared to female writers, male writers tended to devote more focus to propositional material. Although Maryam and Seyedeh (2014) offer significant insights into gender disparities in metadiscourse among Iranian authors, the applicability of these findings to Pakistani academic writing remains uncertain. Moreover, the study only focuses on abstracts and discussion.

Farzannia and Farnia (2016) examined metadiscourse markers within the introductory parts of mining engineering articles in English and Persian. The data was

evaluated using Hyland's (2005) metadiscourse model. The study discovered that the quantity and kind of metadiscourse markers vary by culture. The results demonstrate significant variances in the example of evidential and code glosses. Persian and American authors employed similar strategies, including engagements, endophorics, and boosters, across their corpora. While metadiscourse markers, such as self-mentions and attitude markers, were less prevalent in both corpora, it may be due to the perceived objective nature of the hard sciences.

Pasaribu, Sinambela, and Manullang (2022) studied the usage of metadiscourse markers in research article abstracts both by Indonesian and international authors. This study compared two groups of students with different grade levels, third-semester students and fifth-semester students, to investigate the competence of EFL students in using interactive metadiscourse in academic writing. The researcher used a combination of quantitative and qualitative methodologies in the research design. Moreover, the researcher divided forty students into two groups for this investigation. Every group had twenty pupils. Students were given the task of writing a minimum of 250 words discussing the value of fluency in English in the turbulent year 4.0. Approximately 818 interactive indicators were identified in the student essays. The findings showed that the students' writing was still considered to have a low number of interactive discourse markers. The most prevalent were the transition indicators.

While prior studies, such as Pasaribu et al. (2022), focus on how inappropriately students employ metadiscourse markers in essays and other types of ordinary academic writing, emphasizing their reliance on transitions. The literature that is currently available has ignored this genre-specific context.

Rukhtab Shahid (2023) conducted a study on the utilization of metadiscourse markers in journals by American and Pakistani authors. The goal of the study was to examine the types and frequency of metadiscourse markers in these publications. The findings highlighted the disciplinary and cultural impacts on academic writing practices by revealing significant differences in the usage of interactional and interactive markers between the two environments.

Although studies show differences in how metadiscourse markers are used in American and Pakistani journals and note the impact of culture and discipline, they do not look at whether these markers are used correctly or wrongly in specific types of academic writing, like research proposals. It creates an opportunity for my research, which not only investigates the frequency and types of metadiscourse markers in

student-proposed proposals but also identifies common errors and challenges. Additionally, it provides targeted pedagogical recommendations to improve academic writing in these under-researched genres and disciplines.

Sanjay and Roka's (2020) study uses the British Academic Written English (BAWE) corpus and follows Hyland's typology to examine the prevalence and distribution of specific metadiscourse markers in academic texts.Moreover,the study methodically examines how metadiscourse indicators enhance argumentation and academic writing quality across fields using a corpus-driven technique.In addition to demonstrating the frequency and rhetorical purposes of these markers, the results provide empirical insights into the patterns of metadiscourse use in British academic writing and have consequences for academic literacy and writing training. However, my study carves a niche by conducting a comparative analysis of metadiscourse markers in literature and linguistics research proposals, revealing disciplinary differences in their application and frequency. It examines how coherence and cohesion are achieved through these markers while identifying instances of incorrect usage and offering insights into common pitfalls in academic writing. Employing a corpus-based approach, the research offers an empirical, data-driven examination of metadiscourse strategies within this specific genre, thereby bridging gaps in disciplinary writing practices and pedagogical guidance.

- **Systematic Review of Metadiscourse Markers in Academic Writing Across Disciplines**

Pearson and Abdollahzadeh (2023) conducted a systematic review focusing on metadiscourse in academic writing. Metadiscourse, one of the most widely used methods for evaluating academic writing, enables authors to signal their presence, challenge assertions of knowledge, and engage with readers. The systematic review aimed to provide an overview of the available research by examining how metadiscourse has been explored in academic writing, drawing on a sample of 370 outstanding empirical research papers published between 1990 and 2021. Studies were coded based on their theoretical frameworks, research strategies, data sources, study settings, authors, papers, corpora, and analysis methods. Over 80% of the studies employed a cross-sectional, descriptive, corpus-based analysis, with an emphasis on interpersonal discourse. Hyland's interpersonal framework and models of engagement

and stance were typical examples of this approach. However, challenges related to conducting a comprehensive evaluation of such a wide range of features, along with publishing difficulties, led many researchers to narrow their study to specific attributes (notably boosters, self-mentions, and hedges). About 37% of corpora-based research, focusing on marker frequency instead of contextual interpretations. A small number of studies have been conducted outside of academic settings or using individuals as informants, despite the extensive examination of English text corpora, particularly research articles. By determining possible future study issues and improving the caliber of studies, the researcher addressed how to advance metadiscourse research.

My study fills important gaps by concentrating on the understudied genre of research proposals in literature and linguistics, whereas Abdollahzadeh's (2023) systematic review emphasizes the predominance of frequency-focused, cross-sectional analyses of metadiscourse in academic writing, in particular in research articles. In contrast to previous research, I examine the frequency, accuracy, and qualitative effects of metadiscourse markers, showing how their proper application improves argument strength, coherence, and cohesiveness.Moving beyond descriptive trends to address real-world writing issues, my research offers practical techniques to improve academic writing in these domains by incorporating discipline-specific and pedagogical insights.

Zali et al. (2022) investigated how ESL students use metadiscourse in their written pieces. The research intends to identify disparities in the use of metadiscourse markers between learners from different courses, as well as the most common and least frequent traits produced by both groups. This study's methodology follows Hyland's (2005) model of interactional metadiscourse. Moreover, two hundred evaluating essays from UiTM degree students in hard and soft scientific fields were evaluated.The study employed a mixed-methods research approach. According to the study, students taking soft science courses generated more metadiscourse markers than students taking science courses. This study promoted the use of metadiscourse in academic writing and underlined its significance in students' writing. According to Zali et al. (2022), who showed that students in the hard and soft sciences employ metadiscourse markers differently, learners tend to underuse attitude signals and overuse self-mention markers.

As indicated in their research, students in soft science disciplines used more markers overall than their counterparts in hard science disciplines. However, their study was limited because it centered on evaluative essays, as opposed to research proposals,

which have different rhetorical and organizational expectations. Resources justify and draw on norms and frameworks of discipline reasoning in linguistics and literature. Moreover, their grouping is quite broad because it encompasses all soft and hard sciences without examining specific subdisciplines, such as literature and linguistics, which may contain distinct metadiscourse features in proposals. Most importantly, Zali et al. focus on the frequency and types of markers used but do not analyze how accurately or appropriately metadiscourse markers are applied or misapplied alongside the coherence and cohesion errors students make, which are the primary focus of my research. Furthermore, their findings support the use of metadiscourse in student writing across all academic contexts. However, they do not offer discipline-specific instructional guidance or recommendations based on analytic error frameworks tailored to meet students' writing needs. My focus is on the use of literature and linguistics as primary sources, as well as the challenges concerning metadiscourse markers in these disciplines.

- **Metadiscourse Markers in Educational Textbooks (Academic Genre, Primary and Secondary Levels)**

Ghafar (2022) conducted a corpus-based study on metadiscourse features across PCTB textbooks at the primary and secondary levels. The research aim was to investigate the utilization of metadiscourse markers in Punjab Board English textbooks for primary and secondary levels during the years 2018-2019. The study aimed to investigate the frequency and distribution of metadiscourse markers, with an emphasis on the appropriateness and inappropriateness of their use. The study identified that interactive metadiscourse features were employed more frequently than interactional metadiscourse features in these textbooks. The Hyland model and AntConc 3.58 software were used for analysis purposes. The data showed the presence of 10,429 markers for interactive discourse and 9,491,919 markers for interactional metadiscourse. The study emphasizes the importance of metadiscourse features in Punjab curriculum textbooks, urging syllabus designers and researchers to recognize the pedagogical value of metadiscourse.

Ghafar (2022) has analyzed the interactive and interactional markers incorporated into the Punjab Board English textbooks, which are taught at the primary and secondary levels of education. However, this examination is restricted to the

language of teaching materials, which tends to be organized for easy navigation and comprehension, rather than the sophisticated language required in academic proposals about literature and linguistics. Moreover, Ghafar focuses on teaching materials that appeal to school-age learners, disregarding scholarly texts authored by university students or beginning researchers, thereby neglecting the needs of advanced writers, including scaffolding. Although the analysis comments on the appropriateness of markers along specific lines, it does not attempt to document, in detail, the absence of systematic marking, the misuse of markers, or the coherence and cohesion among newer students—issues central to my research. Furthermore, Ghafar's work lacks a discipline focus and does not address literature and linguistics ideas about their defining traits and limitations, which are expected of any such discipline recommendations. My research aims to address these gaps by documenting the inappropriate use of meta-discourse markers and providing clear instructional remediation strategies.

Shafqat and Dahraj (2020) researched metadiscourse markers used in argumentative essays by Pakistani undergraduate students. The purpose of the study was to ascertain the frequency distribution of metadiscourse markers in argumentative essays written by undergraduate students at a private university. Additionally,this quantitative study used the interpersonal model of metadiscourse, which was created by Hyland (2005). A total of 124 argumentative essays were analyzed using AntConc 3.5.7, a corpus-based programme. So,according to the study's findings, interactive metadiscourse indicators were more prevalent than interactional ones. Additionally, it has been noted that transition markers were utilized most frequently, while endophoric markers were used less frequently.

While previous studies, such as Shafqat et al. (2020), have focused on quantifying the frequency and distribution of metadiscourse markers in undergraduate argumentative essays, my research advances this field by analysing metadiscourse use in literature and linguistics research proposals —a genre-specific context that remains underexplored. In contrast to other research, I not only list the types and frequency of metadiscourse markers, but I also point out examples of improper use and show how using accurate markers improves academic proposals' coherence, cohesiveness, and argumentative persuasiveness.By adopting an intervention-oriented approach, my research fills the gap between quantitative analysis and pedagogical application by offering useful techniques to improve academic writing across a range of disciplines.

2.2.2 Theme 2: Meta Discourse Markers in Non-Academic Genre (Personal Blogs)

Hasbullah (2021) examined the coping strategies employed by a personal blogger during the COVID-19 pandemic. The study examined how personal blogs might help people manage their mental health in emergencies. Furthermore, the researcher looked at the rhetorical devices and language used by bloggers to communicate ideas, as well as their approaches to reader interaction.The study focused on mindfulness, positive self-talk, and social support. According to the study's findings, personal blogs are a useful tool for addressing mental health issues that surface during emergencies like the COVID-19 epidemic. The rhetorical devices and language used by the blogger may support individual coping mechanisms. It offers a forum for self-expression as well as support and a sense of community.

In academic proposals, such as the use of hedging or structuring methodological rigour, discourse features of a formal academic genre are absent, and so are persuasive, audience-oriented metadiscourse elements, which, as 'claims' and 'arguments,' sit at the heart of formal academic genres. While Hasbullah describes how bloggers employ language regarding mental health issues, he does not tackle the lack of diagnostic coherence and cohesion, nor the application of metadiscourse markers, which are chronic problems in student proposal writing. Furthermore, the focus on narratives about mental health disregards interdiscursive frameworks from literature or linguistics, including theoretical reasoning and data-driven hedging. Lastly, Hasbullah does not attempt to formulate practical instructional approaches to writing based on the findings, unlike my research, which systematically evaluates students' academic proposals to systematically uncover and correct pedagogically relevant meta-discursive errors, resulting in effective teaching material.

Aamir, Zahra, and Shaokat (2023) conducted a corpus-based study of discourse markers in Pakistani motivational speeches. The purpose of the study was to investigate the MDMs that motivational speakers from Pakistan used in their presentations. So, 15 speeches delivered by male speakers made up the study's data, which were categorized using Schiffrin's (1987) discourse marker theoretical framework. The study used AntConc 3.5.9 (Anthony, 2020) as the analysis tool and combined qualitative and quantitative approaches. According to the study, discourse markers like and, but, or, so,

because, now, then, well, I mean, and you know are used in Pakistani motivational speeches. The study identified 2348 discourse markers, including 1654 connectives, 339 cause-and-effect markers, 164 temporal markers, 121 information and participation indicators, and 65 response markers. According to the findings of the research, the most often used MDMs in Pakistani motivating speeches were connective markers, which were used to connect ideas. The analysis revealed that information and markers were less common in these presentations. This research enhanced our understanding of discourse markers in public speech and offered practical insights for motivational speakers.

The study by Aamir, Zahra, and Shaokat (2023) offers valuable insights into the types and frequencies of discourse markers used in motivational speeches in Pakistan. However, it is limited by its focus on informal language spoken by males and its reliance on Schiffrin's (1987) general framework, rather than exploring more complex models such as Hyland's (2005) categories of metadiscourse. Gender differences, the appropriateness or misuse of markers, and their effects on coherence and cohesion— all crucial elements for academic writing contexts—are not covered in the study. Additionally, it doesn't offer any pedagogical recommendations for improving students' metadiscourse writing skills. However,in order to provide pertinent data for the field and education, my research examines the frequency, types, and difficulties of metadiscourse markers in academic proposals, particularly in the fields of literature and linguistics.

Akhter et al. (2019) conducted a corpus-based study to investigate the interactional metadiscourse features found in 30 letters to the editor published in the Dawn News. The researchers employed Hyland's (2005) model for recognizing interactional categories, such as engagement markers, boosters, self-mentions, hedges, and attitudinal markers. Additionally, textinspector.com, an online software tool OR online software, was used to choose interactional markers from the produced corpus. The results of the study showed that the author's responsibilities were evident in the letters to the editor of Dawn News, which often used self-references and engagement markers to build rapport with editors and draw attention to significant concerns. However, the study has significant limitations, indicating that more interactive features, a greater range of genres, and a larger dataset for analysis should be included in future research.

2.3   Research Gap

Despite several studies on the use of metadiscourse markers in academic and non-academic genres, a significant gap remains in understanding the frequency disparities of these markers, particularly in literature and linguistic research proposals. First, there is a definite genre gap, as research proposals have not been thoroughly investigated in this context. Second, the disciplinary disparities in the usage of metadiscourse markers in literature and linguistics remain unexplored. By comparing the use of metadiscourse markers in research proposals from both disciplines, my study closes these gaps. It also provides examples of incorrect marker usage and the consequences for coherence, cohesion, and argument presentation. Furthermore, the analysis explains why some markers emerge more frequently in literature proposals than others in linguistics, connecting these differences to inherent academic practices and communication styles. Furthermore, this study focuses on the synopses of M.Phil research students at the National University of Modern Languages (NUML) in Islamabad, providing an empirical foundation for investigating genre and disciplinary distinctions.

CHAPTER 3

RESEARCH METHODOLOGY

The third chapter outlines the research methodology employed in this study. Primarily, it focuses on the introduction of quantitative research methodology. The quantitative tools used in this research encompass counting the frequency of metadiscourse (MD) and the distribution and classification of metadiscourse markers. The chapter then addresses data collection, corpus, and research sites. Additionally, it sheds light on the qualitative type of research. Lastly, it focuses on a theoretical framework.

3.1   Research Design

3.1.1 Mixed Methods Research Approach

I employed a hybrid research approach, combining qualitative and quantitative methods. According to Creswell (2003), A mixed research technique involves collecting, analyzing, and integrating both quantitative and qualitative data in a single study or in multiple studies in a sustained program of inquiry to provide a more comprehensive understanding of research problems than either approach alone. As I have employed a mixed-methods approach for my research, I generated quantitative data from assembled corpora using corpus methods. On the other hand, metadiscourse marker analysis generated qualitative data that led to the development of Hyland's (2005) taxonomy model.

Furthermore, according to McEnery and Wilson (2001) and Hyland (2005), the models of corpus linguistics and Hyland's taxonomy analysis enhance the precision, specificity, and generalizability of both qualitative and quantitative results in metadiscourse analysis.

3.1.2 Qualitative Study

ATLAS.ti (2024) explains that qualitative analysis "is a method used for the analysis of a subject by using non-quantifiable indicators, plus non-numeric characteristics and behavior, to delineate its value, overall situation, and quality." Qualitative analysis is a widely used method in linguistics research. Various studies have also employed qualitative analysis to investigate the use of metadiscourse markers in academic writing.

Qualitative analysis involves manually reviewing a corpus of articles to identify and categorize the various types of metadiscourse markers employed by writers in their works (Lin & Al-Shaibani, 2022). Additionally, this enables academics to thoroughly explain how writers employ metadiscourse to convey their perspectives, organize their arguments, and engage with their readers. Similarly, qualitative research is often accompanied by quantitative analysis, where the frequencies of distinct metadiscourse markers are measured and compared across portions of the texts or various fields (Bagherkazemi et al., 2022). Furthermore, the combined use of qualitative and quantitative methodologies offers a robust approach to examining the function of metadiscourse in academic writing across the disciplines of linguistics and literature. In the current study, a qualitative approach was employed through thematic analysis.

3.1.3 Corpus-Based Approach

"A corpus-based approach is a computer-assisted method for analyzingnaturally occurring language" (Paltridge & Wang, 2018, p. 149). Similarly, Baker (2006) defines corpus as "a significant collection of text that has been compiled for research or instructional purposes." Moreover, Cheng (2012) defines it as "a collection of texts that have been produced to reflect a specific use of a language and are made available by using corpus linguistics software that enables the user to conduct searches for a range of language properties"(p.6). Additionally, it is important to differentiate between discourse analysis and corpus linguistics. They both have different approaches to language. Discourse analysis entails a comprehensive qualitative analysis that may extend beyond language, whereas corpus linguistics focuses primarily on text

(Virtanen, T., 2009). In addition to this, another significant difference is the use of computer programs, which play a crucial role in assisting analysis in corpus linguistics.

Furthermore, a corpus-based method provides outstanding insights into the use of language, allowing scholars to avoid wasting time and effort when working with enormous amounts of text within a short period (Paltridge & Wang, 2018, p. 149; Wang, 2019, p. 4). Moreover, Wang (2019) claims that the accessibility of computers has considerably accelerated the rise of corpus linguistics over the past two decades, resulting in its widespread use in text analysis research. Similarly, according to (O'Keeffe et al. 2007, p. 8), the most visible aspect of corpus linguistics is the use of corpus software to look for frequencies of particular phrases and words.

As mentioned in the previous paragraphs, the importance of corpus linguistics and the utilization of corpus methods in analyzing quantitative data has led me to adopt a corpus-based approach. Furthermore, the corpus-based approach has numerous advantages, including the convenience of electronic inquiry into word frequency, usage, concordance, and collocation. Corpus-based approaches benefit from an empirical method for evaluating natural language patterns, utilizing an extensive and systematic collection of natural texts.

3.1.4 Use of Antconc Software for Corpus Analysis in the Study.

In my research, I have employed the Word List tool in AntConc 4.0.2 to assess the frequency of metadiscourse markers in research proposals from both the literature and linguistics disciplines. Additionally, this tool produced a list of every word in the corpus that was arranged according to frequency, which allowed me to pinpoint and measure the presence of particular metadiscourse markers in the texts. Moreover, the raw frequency counts for these markers have been calculated with the help of the Word List tool. To enable useful comparisons across various text lengths, raw frequencies have been normalized and provided per 1,000 words. The corpus was divided into two sets of files: literature (144,513 words) and linguistics (116,588 words).

Additionally, I have utilized the KWIC (Key-Word-In-Context) tool to examine the context in which these markers appear. However, for obtaining pure frequency counts, the Word List tool proved to be the most direct and efficient option. Thus,

frequency analysis accommodates differences in corpus size, which improves the validity of cross-disciplinary comparisons.

3.2 Research Tools - Method of Data Collection

3.2.1 Sampling

The researcher collected research proposals written by Mpjill students from the fields of literature and linguistics at NUML Islamabad. The study was corpus-based. The corpora consisted of a total of sixty research proposals, thirty from linguistics and thirty from the literature discipline. Research proposals selected for study spanned the period from January 2022 to December 2023.

3.2.2 Corpus Construction

Research proposals were collected in hard form from both disciplines. Firstly, OCR software was used to scan and convert hard-copy research proposals into text files. Secondly, research proposals were saved in MS Word file format, and then the text was converted into plain text for analysis purposes. Moreover, the text was converted into plain text using the Antconc file converter software. Thirdly, the data was then processed using software to determine the frequency and distribution of metadiscourse indicators in research proposals from both fields.

3.2.3 Rationale for Selecting M.Phil Research Proposals for Data

Since M.Phil. research proposals are an important stage in which students formulate their research intentions and organize their arguments, they were the perfect source of data for this study. Additionally, they provide rich examples of metadiscourse markers used in academic writing by M.Phil. students from Pakistanwho are writing in English as a second language. Students' proposals in linguistics and literature offer a targeted and varied corpus that represents disciplinary norms, enabling a useful cross-field comparison of MDM usage. Investigating MDMs at this stage has practical significance, as it helps identify linguistic challenges faced by students, informing

academic writing support and curriculum development. Furthermore, this study fills a significant research gap for the utilization of MDM in Pakistani M.Phil. proposals, especially when comparing these two fields. In the end, M.Phil proposals are readable and genuine scholarly works that can be used for both qualitative and quantitative frequency analysis of metadiscourse elements, which makes them an appropriate and practical option for this study.

3.2.4 Criteria for Selecting Disciplines.

Examining the frequency of metadiscourse markers in synopses of English literature and linguistics is essential for understanding language usage in both fields. Although there has been significant research on metadiscourse markers across various genres, there is limited investigation into their prevalence specifically within the genres of linguistics and literature in research proposals. Furthermore, the prevalence and patterns of metadiscourse markers might shed light on the rhetorical methods used in linguistics and literary studies. This understanding may guide teaching, writing methods, and future study in these domains. This analysis has the potential to reveal novel insights. Additionally, language and literature researchers can conduct this type of analysis because they possess the essential skills for close reading, discourse analysis, and understanding language use. By evaluating research proposals in linguistics and literature, researchers can gain significant insights into the use of metadiscourse markers in academic writing.

3.3   Method of Analysis

The analysis method consisted of several steps. First, AntConc was limited to plain-text files. I had to convert DOC, DOCX, and PDF files into TXT files before I could open them directly in AntConc. The program could only read files saved in the .txt format. Secondly, I saved the research proposals as .txt files to my desktop for analysis. I ensured that I removed the author's title or byline before commencing analysis, and I also refined the text further. This was crucial because the text analysis software would process any additional information that was still present in the text file. Thirdly, I opened the entire directory containing all my text files. Finally, I used four

options from tabs: Word List, Keyword List, Concordance, and Concordance Plot. Lastly, the Word List and Keyword List tools were used for quantitative analysis, while concordance lines were analyzed using the Concordance and Concordance Plot features.

3.3.1 Thematic Analysis

Thematic analysis is a qualitative research method that helps researchers systematically organize and analyze complex datasets. It is a search for themes that can capture the narratives available in the account of data sets. It involves the identification of themes through careful reading and rereading of the transcribed data (King, 2004; Rice & Ezzy, 1999). Similarly, Braun and Clarke (2006) argue that thematic analysis is theoretically flexible for identifying, describing, and interpreting patterns (themes) within a data set in detail. It fits well with any qualitative study that attempts to explore complex research issues. Indeed, it is so flexible that it "can be incorporated into any epistemological approach" (Chamberlain, 2015, p. 68).

In this study, thematic Analysis was employed to investigate the use of metadiscourse markers in literature and linguistics research proposals. A balanced corpus of 60 proposals (30 per discipline) was compiled and annotated using Hyland's (2005) taxonomy, categorizing markers as interactive (e.g., transitions, code glosses) or interactional (e.g., hedges, engagement markers). Various steps were involved in thematic Analysis. Moreover, through a flow chart, I explained the various steps involved in conducting a thematic analysis of markers within the literature and linguistics disciplines.

Step 1: Data Analysis

First, I analyzed the text to highlight incorrect usage of markers. Furthermore, I investigated the impact of incorrect marker usage on coherence, cohesion, and argument presentation. Furthermore, I added the appropriate marker to the text.

Step 2: Coding

I assigned codes to specific markers that were misused—for example, types of incorrect markers, Transitions, etc. Moreover, I coded it for incorrect marker usage, its effect on coherence and cohesion, and weak argument presentation.

Step 3: Theme Development

I grouped the codes into various themes. Themes include incorrect use of metadiscourse markers, types of incorrect use of markers, hedges, transitions, boosters, etc. Furthermore, redundancy of transition markers, hedges, boosters, code glosses, and so on. Additionally, the misuse of markers affects coherence, cohesion, and the presentation of arguments. Similarly, I developed themes for incorporating missing elements and their impact on coherence, cohesion, and argument presentation.

Step 4: Theme Refining

I further clarified the notions by refining the themes by combining related problems (ambiguous hedging, for instance, was incorporated into the more general coherence breakdown category). In general, this method produced three major themes: one that emphasized how improper marker selections undermine cohesiveness, another that demonstrated the effect on logical flow and clarity, and a third that emphasized how correct markers increase persuasiveness.

- **Final Themes**
- Incorrect use of a metadiscourse marker
- Types of Incorrect Use of the Marker
- Misuse of Hedges, transitions, and redundancy of markers
- Effects of Incorrect Use of Marker
- Effect on Coherence
- Effect on Argument Presentation
- Effect on cohesion
- Correct Marker Usage
- Types of Missing Markers: Frame marker, transition
- Effects of Incorporating Missing Marker
- Effect on Coherence
- Effect on cohesion
- Effect on Argument presentation

3.3.2 Comparative Analysis of Markers used in Literature and Linguistics Research Proposals

The second question, which deals with the comparative analysis of marker usage in literary and linguistic disciplines, was analyzed through thematic analysis. This method also involves several steps, which are outlined below.

- Identify Patterns
- Compare marker usage

I compared marker usage types between literature and linguistics proposals, and noticed where the marker use is missing and its effect on coherence, cohesion, and argument presentation in each discipline. Similarly, in another discipline, where markers are present, coherence, cohesion, and stronger argument presentation are also improved.

- **Assign Codes**

I labelled instances where marker usage (or lack thereof) affects coherence, cohesion, or argument strength (e.g., "enhances cohesion," "weakens argument").

Moreover, I underlined particular passages that demonstrate how the use of markers clearly affects the clarity and flow of the text.

- Theme Development

- **Group Codes:**

I organized codes into broader themes such as:

- Discourse Markers Strengthen Argument Presentation in Literature, but Their Absence Weakens It in Linguistics
- Discourse Markers Enhance Coherence in Literature, but Their Scarcity Disrupts Coherence in Linguistics
- Discourse markers improve cohesion in literature, but their omission causes fragmentation in linguistics.

- **Analyze Theme Relationships:**

  I explored how marker usage influences coherence, cohesion, and argument presentation.

- **Draw Conclusions**

  Thematic analysis indicates that the use of markers greatly improves the argument presentation, coherence, and cohesiveness in the literary domain. However, in linguistics, the absence of markers negatively impacts cohesiveness and coherence. This conclusion is supported by frequency analysis, which demonstrates that markers are used less frequently in linguistic texts than in literature texts.

3.4   Theoretical Framework

The research framework was centred on Hyland's (2005) interpersonal model of metadiscourse. According to Hyland (2005), metadiscourse markers have been extensively studied across genres and disciplines, with a focus on interactive and interactional features. This two-part interpersonal metadiscourse model recognizes the three-dimensional nature of discourse, encompassing the reader, the text, and the writer. Moreover, the two main categories of metadiscourse markers are given below:

3.4.1 Interactional Meta Discourse Markers

Interactional markers allow the author to comment on their messages. The interactional categories used are hedges, boosters, engagement markers, attitude markers, attitude self-mentions, and engagement markers. Each of them is discussed in detail below.

- **Self-Mentions**

  Self-mentions refer to the level of clear proximity between the creator and the content (Hyland, 2005). This is indicated using first-person pronouns and possessive adjectives, including "I," "me," "my," "our," "mine," and "us." These can be used by writers in different texts.

- **Hedges**

Hedges are used to see alternative voices and perspectives, therefore maintaining a promise to the suggestion (Hyland, 2005). Examples of hedges include phrases like "in my opinion," "as I would like to believe," "probable," "perhaps," "might," "possible," and "about." Examples of hedges include phrases like "in my opinion," "as I would like to believe," "probable," "perhaps," "might," "possible," and "about."

- **Engagement Markers**

According to Hyland (2005), writers employ engagement markers to connect with readers and draw them into the discussion. So, the writer employs inclusive pronouns like "we," "our," and "us" to improve engagement within the text. Additionally, incorporating questions can effectively increase reader involvement. The engagement can be enhanced by employing inclusive pronouns such as "we," "our," and "us," along with directly addressing the reader using pronouns like "you" and "your."

- **Boosters**

In contrast to hedges, boosters help scholars communicate with certainty what they need to state. For example, phrases such as "in reality," "surely," "I agree," and "it is clear that" serve as boosters.

- **Attitude Markers**

The last interactional markers are attitude markers. "Attitude markers express the writer's attitude to the proposition" (Hyland, 2005, p. 49). Examples are 'lamentably, strikingly, and luckily.

Table 3.1: Interactional Model of Meta Discourse Markers (Hyland, 2005)

Hedges	Refer to the writer's degree of certainty	I think it seems, perhaps
Boosters	Underscores the author's conviction in the idea	Indeed, definitely.
Markers of attitude	Express the writer's emotional response to the declarative content of the text.	Agree, Unexpectedly, regretfully.
Engagement indicators	Employed to foster a relationship with the audience	You can see that, considering, noting that
Self-mentions	show the writer's presence in the text	We, our, I.

3.4.2   Interactive Meta Discourse Markers

Interactive metadiscourse guides the reader through the content (Hyland, 2005). There are different subtypes of the interactive category of metadiscourse markers. These subtypes are discussed below:

- **Transition Markers**

The key aspect of transitional markers is that they connect ideas within the text rather than relying on external content, such as the addition of new data (Hyland, 2005)

- **Frame Markers**

Frame Markers are used to frame and limit the content of propositions. Additionally, examples of frame markers include the use of words like 'firstly' and 'secondly' within the text."

- **Endophoric Markers**

Endophoric Markers direct readers to data in different parts of the text. As mentioned earlier, observe Table 3.1, etc.

- **Evidential Markers**

Evidential Markers direct readers to knowledge outside the text. For example, you mention that, according to... etc.

- **Code Glosses**

Code glosses are utilized in the text to expand the propositional meaning. Code glosses are examples, in other words, such as.

Table3.2: The Interactive Category of Metadiscourse Markers

Frame markers	connectors that make the text flow	Finally, next and first
Endophoric markers	Assist the reader in comprehending the text in a better way.	See the figure, as follows, noted above,
Evidential markers	Introducing information in other parts of the text	X states that, according to X,
Code Glosses	Used to "supply additional information by rephrasing or elaborating what has been said, to ensure the reader recovers the writer's meaning."	Such as, for example, in other words, namely.

3.4.3 Rationale for Using This Theoretical Framework

The reason for using Hyland's (2005) model is its established authority, specific focus on metadiscourse, systematic approach to analyzing linguistic resources, practical application in academic writing instruction, and established empirical support. Additionally, this theoretical framework provides a strong foundation for study, ensuring an in-depth analysis of discourse markers in research proposals from both disciplines. Moreover, research is a better choice for studying metadiscourse markers in linguistics and literature research proposals because it focuses on interactive features and can identify differences across disciplines

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

In this section of the dissertation, the metadiscourse markers utilized in research proposals written by MPhil research scholars are examined using Hyland's "model of metadiscourse," which is based on a range of discourse markers. Hyland's "model of metadiscourse is divided into subcategories, interactional markers, and interactive markers. Firstly, I created the corpus from 60 files. Thirty files contained linguistics research proposals, and another 30 originated from the literature. AntConc, 4.02, was used for data analysis. The study in this section was divided into two main parts. The first part of the analysis aimed to determine which type of metadiscourse is preferred in literature and linguistics research proposals. The corpus of files revealed that the literature corpus comprises 144,513 tokens, while the linguistics corpus comprises 116,588 tokens.

However, the second part remains intact, with a qualitative analysis of MDM use in both disciplines. Additionally, this part focused on the incorrect use of MDM, the incorporation of missing MDM within text, and its effect on coherence, cohesion, and argument presentation within research proposals. Furthermore, this section shifts the focus to a comparative analysis of MDM in literature and linguistics research proposals.

In Part A, I performed a frequency analysis of metadiscourse markers. Because this study is corpus-based, AntConc software was used to calculate the precise frequencies of interactive and interactional indicators. Specifically, AntConc's Concordance and Word List tools were used to extract and verify the frequency of various markers. The Word List tool helped calculate the raw frequency counts for these markers. Raw frequencies were normalised and reported per 1,000 words to allow for meaningful comparisons across different text lengths. The corpus was divided into two sets of files: literature (144,513 words) and linguistics (116,588 words). Thus, frequency analysis accommodates differences in corpus size, which improves the validity of cross-disciplinary comparisons.

To display these findings, the interactive markers category, the exact frequencies of transitions, frame markers, endophoric markers, and code glasses were

presented in a tabular style. Similarly, tables were created for interactional markers, categorising subcategories such as hedges, boosters, attitude markers, self-mentions, and engagement markers.

4.1 Frequency Analysis of Meta Discourse Markers

The frequency analysis of MDM is related to question no. 1 of the thesis, which inquires about the MDMs most frequently used by MPhil students of literature and linguistics in their research proposals. Moreover, this part of the analysis was also aimed to fulfil objective number two of the thesis. It was also aligned with the problem statement paragraph. Research on the use of metadiscourse indicators in research proposals by M.Phil. Students in linguistics and literature at NUML Islamabad are noticeably lacking. By offering a frequency analysis of both, it tries to fill this gap.

4.1.1 Frequency Analysis of the Interactional Category of Meta Discourse Marker

Interactional metadiscourse markers establish a relationship between the text and the reader. These markers convey the author's opinions and ideas to the readers using interactional approaches. Below are the frequency tables for the subcategories of interactional markers, including hedges, boosters, attitude markers, self-mentions, and engagement markers, along with a thorough analysis. Talked about the use of the corpus software, as well as a summary of the chapter. This part was aligned with the probability statement, question number, and objective 1. Frequency analysis of various subcategories of interactional metadiscourse markers is mentioned below.

4.1.1.1 Self Mention

Table 4.1.1.1: Self-Mentions

Subcategories	Literature	Linguistics
Self-mention	**588**	**285**
I	222	137
Me	39	29
We	94	49
Our	85	32
My	146	38
Mine	2	Nil

According to the table mentioned above, the frequency of the self-mention metadiscourse marker "I" in literature research proposals was 222. On the other hand, in linguistics research proposals, the frequency of "I" was 137. This glaringly shows the difference in the frequency of "I metadiscourse marker usage in both disciplines. It can be inferred that 'I' is the most frequently used self-mention metadiscourse marker in literature research proposals.

The frequency of me in the literature discipline is 39, while in linguistics proposals, it is 29. Therefore, it can be inferred that the frequency of its use in literature research proposals is higher than in linguistics. The frequency of "we" in linguistics is 49, while in Literature its frequency is 94. The frequency is also high in the literature discipline.

Our frequency is 85 in Literature, and in linguistics, it is 32. Similarly, my frequency, which is 146, is also high in Literature as compared to linguistics. In linguistics, it is 38. Lastly, my discourse marker frequency is 2 in Literature, while in linguistics it is nil. From the above discussion, it can be inferred that self-mention metadiscourse markers were used more frequently by literature MPhil students in their research proposals than by linguistics students. The total frequency of the self-mention marker in Literature is 588, while in linguistics, it is 285.

- **Disciplinary Differences in Self-Mention Frequency**

Table 4.1.1.1 displays the frequency analysis of self-mention metadiscourse markers in Linguistics and literature synopses. The total frequency of self-mentions in Literature (588) is more than twice that of Linguistics (285), demonstrating a significant disciplinary disparity in the employment of these markers. This implies that authors in Literature utilize self-mentions more frequently than those in Linguistics, which is likely due to differences in academic conventions and aims. So, to demonstrate this distinction qualitatively, an example from a Literature study proposal is provided below:

- **Example:**

I will be interested in the deterritorialization of political space in the novels.
In the above example, the use of 'I ' tells us about the author's identity. The narrative voice shapes this authorial identity. First-person, second-person, and third-person usage influence how political space is perceived. The use of the first person here reveals a narrative that can be subjective, compared to the third-person narrative, which can be broader and more critical.

The results of my study are consistent with those of Kan (2016), who found that self-mentions were used more frequently per 1,000 words in Literature than in language teaching in Turkey. As in prior studies, the first-person pronoun is the most apparent and significant indicator of authorial identity. This is mainly owing to the subjective nature of literary genres. The findings indicated that authors in the field of Literature tend to emphasize their scholarly identity to gain approval from others.

4.1.1.2 Hedges

Table 4.1.1.2: Hedges

Subcategories	Literature	Linguistics
Hedges	**471**	**315**
Might	33	40
Perhaps	1	4
Possible	26	20
About	308	154
Likely	32	11
Could	42	42
May be	24	43
Probably	5	1

Hedges are meta-discursive resources that allow a writer to express ambiguity about a claim, withhold commitment to a stance, consider alternative possibilities for an idea, and lessen the impact of illocutionary language. The taxonomy of hedges includes modal auxiliaries, epistemic lexical verbs, adjectives, adverbs, common knowledge markers, modal nouns, and epistemic that-constructions (Hu & Cao, 2011). The present study found that the frequency of hedges in literature is notably higher (471 occurrences) than in linguistics (315 occurrences), as listed in Table 4.1.1.2.

- **Disciplinary Differences in Hedge Frequency**

Table 4.1.1.2 reveals that the frequency of hedges is higher in Literature than in Linguistics. This distinction can be traced to disciplinary traditions. According to Hyland (1996), hedges function to express uncertainty and tentativeness, which aligns with the subjective nature of literary studies. So, scholars in Literature frequently employ hedges to acknowledge different interpretations and the complexities of their analyses, reflecting the field's interpretive and ambiguous nature. Furthermore, an example is listed below to illustrate the use of hedges in literature.

- **Example**

On the other hand, dystopias are the total annihilation of society, which is not possible as long as the world exists, as societies keep on evolving and re-forming. In the above example, "possible" denotes a cautious or qualified assertion rather than an absolute fact.

The finding of my study aligns with established research on disciplinary writing styles and are supported by the study titled "A Comparison of meta discourse markers used in English Research Article Introduction and Literature Review Sections across two Disciplines" (Journal of Communication and Development Research, 2024). In this comparative study, the authors examined the use of metadiscourse markers, including hedges, in English research articles from two broad disciplinary categories: humanities and hard sciences. The results revealed a higher frequency of hedges in humanities texts (71 occurrences) than in complex sciences texts (65 occurrences). Although the numerical difference may appear modest, it is rhetorically significant and consistent with the broader pattern of disciplinary variation in academic writing.

This difference can be attributed to the distinct epistemological and rhetorical conventions that characterize these fields. Humanities disciplines, such as literature, often engage with abstract, interpretive, and subjective topics that require scholars to present their claims with caution and openness to alternative interpretations. Hedging serves as a crucial linguistic strategy to express tentativeness, mitigate the strength of assertions, and invite reader engagement by acknowledging the complexity and uncertainty inherent in humanities scholarship (Hyland, 1996; Salager-Meyer, 1994). In contrast, disciplines closer to the hard sciences, such as linguistics, tend to emphasize empirical evidence and systematic analysis, which encourages more assertive and definitive statements. Consequently, the use of hedges is relatively less frequent, reflecting the more factual and data-driven nature of these fields.

4.1.1.3 Boosters

Table 4.1.1.3: Boosters

Subcategories	Literature	Linguistics
Boosters	**72**	**92**
In fact,	9	Nil
Definitely	2	Nil
Clearly	4	10
Certainly	1	3
Indeed	3	3
Must	22	36
Should	31	40

Boosters are linguistic devices that serve to enhance the perceived importance of a proposition. They achieve this by increasing the illocutionary force of speech acts, expressing a high level of certainty about a proposition, expressing authorial commitment, or dismissing competing viewpoints. Modal auxiliaries, epistemic lexical verbs, adjectives, adverbs, common knowledge, modal nouns, and epistemic that-constructions, which all have the above-mentioned boosting features, can be classified under the umbrella of boosters (Hu & Cao, 2011). According to the results, it is used nine times in literature proposals, while in linguistics proposals, its use is not visible. Its frequency is zero. Similarly, it may be used twice in literature and linguistics, but its frequency is negligible. However, must, should, and frequency are high in linguistics, contrary to literature.

Additionally, indeed, booster frequency is the same in both disciplines. As Table 4.1.1.3 shows, linguistics exhibits a higher frequency of boosters (92 instances) compared to literature (72 instances). So, a higher frequency of boosters in linguistics reflects the discipline's preference for certainty and authoritative stance, while a lower frequency in literature aligns with its interpretive, less dogmatic approach to argumentation.

4.1.1.4 Engagement Markers

Table 4.1.1.4: Engagement Markers

Subcategories	Literature	Linguistics
Engagement Markers	**127**	**91**
Consider	10	17
Note	6	3
You can see that	Nil	Nil
You	31	27
Your	15	5
Us	65	39

Engagement markers play the role of drawing readers into the text and assist in the meaning-negotiation process. They raise the writer's dialogic awareness by treating the reader as an active participant in the text rather than a passive observer of the discussion (Hyland, 2001). Findings revealed that engagement markers were utilized more often in literature research proposals (127 instances) than in linguistics proposals (92 instances).

- **Disciplinary Difference in Frequency of Engagement Marker**

This difference is in line with the norms of literary theses, where the reader is often involved in the interpretation process through the usage of such markers. On the other hand, writing in linguistics is typically more analytical and impartial, employing fewer engagement techniques like this.

- **Example**

This movement inspires scholars and researchers to pause and take note of the racial trauma experienced by the African American people.

The word "note" serves as a marker of engagement. It draws readers' attention to the significance of racial trauma and challenges them to actively acknowledge and consider a pressing subject.

This result is supported by Bagher Kazemi et al. (2021), who observed that qualitative research articles (more common in literature) use significantly more engagement markers than quantitative articles (more common in linguistics).

4.1.1.5 Attitude Marker

Table 4.1.1.5: Attitude Marker

Subcategories	Literature	Linguistics
Attitude Markers	**5**	**2**
In my opinion	Nil	Nil
Unfortunately,	Nil	2
Personally	3	Nil
Definitely	2	Nil

Findings show that attitude markers are more frequent in literature (5) than in linguistics (2). The frequency of markers is mentioned in Table 4.1.1.5. This finding is consistent with previous research, such as Yasmin, Asghar, and Bashir (2021) demonstrate that attitude markers are more commonly found in disciplines that prioritize interpretation, like literature, than in empirically oriented fields such as linguistics, highlighting distinct rhetorical conventions across disciplines (Hyland, 2005).

4.1.2 Frequency of Interactive Meta Discourse Markers

Interactive meta-discourse markers assist in guiding and directing readers through the text. Frequency tables are created for transitions, frame markers, endophoric markers, evidential markers, and code glasses. These tables are further evaluated, and the percentages of each marker are computed, as shown below. These frequency statistics, as well as their analysis, demonstrate which metadiscourse indicators are most and least liked.

4.1.2.1   Transition Markers

Table 4.1.2. 1: Transitions Markers

Subcategories	Literature	Linguistics
Transition Markers	**6,393**	**4,727**
And	5663	4267
In addition,	24	29
Thus	99	42
But	301	201
On the other hand,	18	19
Further	80	42
Moreover	93	49
However,	115	78

According to Table 4.1.2.1, the frequency of transition marker subcategories used in English literature research proposals is 6,393, in contrast to linguistics, which is 4,727. Moreover, the frequencies of in addition are 24 in literature and 29 in linguistics, while furthermore occurs 42 times in linguistics and 80 times in literature. The frequencies of however are 78 in linguistics and 115 in literature, but it appears 201 times in linguistics and 301 times in literature, and it is used 4,267 times in linguistics and 5,663 times in literature.

This glaringly shows that the frequency of transition metadiscourse markers is higher in literature research proposals compared to linguistics.

- **Disciplinary Differences in Frequency of Transition Markers**

This higher usage in Literature reflects the discipline's greater emphasis on explicit textual organization and guiding the reader through complex arguments and interpretations.

- **Example**

The proposed study is significant because it will investigate radically different discourse. Furthermore, this study will explore a sub-genre, i.e., cli-fi, which has received less critical attention.

Furthermore, utilization within the paragraph made it more coherent and enhanced the cohesion within the text. Furthermore, the research is linking one point to another.

This result is supported by Wongsa et al. (2024), who found that transition markers were used in humanities research articles at a frequency of 136, which was notably higher than in social sciences. This higher usage in humanities reflects the discipline's greater emphasis on explicit textual organization and guiding the reader through complex arguments and interpretations. These findings directly support the result of my study, showing that literature (as a humanities field) relies more on interactive markers, such as transitions, to achieve coherence and clarity in academic writing. Thus, my observation of higher interactive metadiscourse marker use in literature is justified by current empirical evidence from the 2024 study.

4.1.2.2 Frame Markers

Table 4.1.2. 2: Frame Markers

Subcategories	Literature	Linguistics
Frame Markers	**12**	**17**
Finally	11	17
To conclude	Nill	Nill
My purpose is	1	Nill

Frame markers perform different functions in the text, such as the word 'I argue' showing that the writer is going to announce something, to conclude' showing that the author is going to predict his or her final statement, and so on. According to Table 4.1.2.2, the frame marker frequency (12) is lower in literature proposals compared to linguistics (17). Frame markers are the least frequently used interactive markers. Javad and Roghayeh (2016) did another significant study that compared metadiscourse

markers in biological research papers. The findings showed that neither Iranian nor American authors prefer the usage of frame markers in research publications. Frame markers are the least-used interactive markers, as this study supports the findings of previous studies.

- **Disciplinary Differences in Frequency of Frame Markers**

- **Examples**

- The analysis process involves several sequential stages. Firstly, the researcher will formulate research questions to investigate the topic.

- Finally, the analyzed data would be drawn into a conclusion.

"Firstly" and "Finally" are clear indicators that denote the start and conclusion of a sequence, helping readers understand the logical flow. This illustration shows how frame markers are commonly used in linguistics proposals to indicate the steps and organization of the research process. Because linguistics often involves meticulous, step-by-step argumentation, explicit signposting is necessary to ensure clarity and coherence. On the other hand, the lower frequency of frame markers (12 times) as indicated in Table 4.1.2.2, may be explained by the more interpretive and nonlinear approach that literature research proposals typically take

4.1.2.3 Endophoric Markers

Table 4.1.2. 3: Endophoric Markers:

Subcategories	Literature	Linguistics
Endophoric Markers	**7**	**3**
Noted Above	Nil	1
See fig	Nil	Nil
In section, x,y,z	Nil	Nil
Mentioned Above	7	2

The endophoric marker's primary purpose is to provide more context for the author's former or subsequent statements in the text. According to the findings,

endophoric markers (see figure in section) are not utilized by either field students in their MPhil research proposals. However, as noted above, frequency is 1 in linguistics, while in literature, it is not visible. According to table no 4.1.2.3, the total frequency of endophoric markers is 7 in literature, while in linguistics it is 2. Endophoric markers are more common in literature research proposals because they play a significant role in creating coherence by connecting parts of the text, such as figures, sections, and tables, which helps guide the reader through the complex interpretive analysis typical of humanities writing. This closely follows the current study in which endophoric markers were noted once in linguistics and 7 in literature. This suggests that M.Phil. Student writers do not apply endophoric markers sufficiently, and the marking of references follows some disciplinary conventions along with the specific rhetorical structures employed within the research genres.

4.1.2.4 Evidential

Table 4.1.2. 4: Evidential

Subcategories	Literature	Linguistics
Evidential	**100**	**191**
According to	26	163
States that	74	28

The findings showed that authors in the field of linguistics did not use evidence in the same way as authors in the field of literature. This supports the idea that there are distinct strands within the study field of metadiscourse and that it is not a single field (Ädel, 2010). According to the findings, the frequency of "according to" in literature is 26; in contrast, in linguistics, its frequency is 163. In linguistics, the total frequency of evidentials is 191, higher than in literature (100), as mentioned in Table 4.1.2.4.

- **Disciplinary Differences in the Frequency of Evidential Markers**

The findings showed that authors in the field of linguistics did not use evidence in the same way as authors in the field of literature. This supports the idea that there are distinct strands within the study field of metadiscourse and that it is not a single field (Ädel, 2010). Within the field of linguistics, there is a strong tendency to refer to other

works to substantiate claims and cite the evidence rationally and empirically, whereas literature is predominantly interpretative, focusing on analysis without citations.

- **Example**

According to Moseley (2016), the term "Brexit" was first used by Peter Wilding, who also ran a campaign in the referendum. The Oxford English Dictionary also gives this honour to Mr. Wilding, as it was the first time the term was added to its volume.

In the above example, the use of 'according' clearly indicates the authoritative evidence of the term's linguistic and sociopolitical origins, demonstrating how new lexical items can emerge from political discourse and media activism.

The findings of my study, which captured evidential markers like 'according to' in linguistics far more frequently (191 total evidentials as opposed to 100 for literature), are in line with Binmahboob (2022), who also analyzed metadiscourse in applied linguistics research articles and noted that evidential usage was higher in writing due to applied linguistics: 49 by Saudi authors and 61 by British authors in his corpus. This clearly shows that within the field of linguistics, there is a strong tendency to refer to other works to substantiate claims and cite the evidence rationally and empirically, whereas literature is predominantly interpretative, focusing on analysis without citations. Thus, the evidence supports Binmahboob's findings that, within the field of linguistics, unlike in literature, evidential markers are used more frequently and are particularly prominent in the introductory and literature review sections of research articles, which contain disproportionate amounts of such markers.

4.1.2.5 Code Glosses

Table 4.1.2. 5: Code Glosses

Subcategories	Literature	Linguistics
Code glasses	**114**	**317**
Namely	4	8
Such as	82	119
In other words,	14	141
For example,	14	49

According to the table mentioned above, the frequency of code gloss subcategories indicates that it is used 14 times in literature proposals, while in linguistics, it is used 141 times. Similarly, it is used 119 times in linguistics, compared to 82 times in literature. However, the total frequency of code glosses in linguistics is 317 compared to literature (114). So, the higher frequency of code glosses in linguistics (317) compared to literature (114) in my study is supported by recent research.

- **Disciplinary Differences in Frequency of Code Glosses**

The researcher can classify authors ' engagement levels based on factors such as the depth of investigation, the inclusion of relevant updates or developments, the use of primary or secondary sources, and the overall comprehensiveness of the reporting.

The statement uses standard code glosses, such as "such as" and "based on," to help the reader understand, illustrate, or reformulate concepts. The example illustrates how code glosses aid in the understanding of abstract or difficult topics by decomposing a complex process—classifying authors' engagement levels—into several factors (depth of inquiry, usage of sources, comprehensiveness). However, in literature, its frequency is low (114) due to disciplinary conventions.

My study findings were supported by a study focusing on cross-disciplinary analysis (Gholami & Shirani, 2022) in the Eurasian Journal of Applied Linguistics, which found that code glosses are used more frequently in linguistics research articles than in literature, reflecting a disciplinary emphasis on clarifying complex concepts and ensuring reader comprehension.

- **Overall Frequency of Interactive Meta Discourse Markers in Literature and Linguistics**

Table 4.1.2. 6: Interactive Category of Meta Discourse Markers

Subcategories	Literature	Linguistics
Total	6,626	5255

Overall, the results showed that interactive markers outnumbered interactional markers in both datasets, and the literature corpus exhibited a higher frequency of both

interactive and interactional markers compared to the linguistics corpus. As for the interactive markers, transitions were the most common markers used in both corpora. However, endophoric markers and frame markers were less utilized by either discipline's students in their research proposals.

Furthermore, evidential metadiscourse markers were frequently used by linguistics researchers compared to the literature researchers. According to Table 4.1.2.6, the frequency of interactive metadiscourse markers in literature was 6,626, while in linguistics it was 5,255.

4.1.2.6 Overall Frequency of Interactional Meta Discourse Markers in Literature and Linguistics

Table 4.1.2. 7: Interactional Category of Meta Discourse Marker

Subcategories	Literature	Linguistics
Total	1,263	785

Overall frequency of interactional markers in literature is 1,263, while in linguistics it is 785. This glaringly shows that interactional markers are higher in literature than in linguistics.

4.1.3 Justification of the Predominant Meta Discourse Markers in M.Phil. Literature and Linguistics Research Proposals

The findings suggest that the overall frequency of metadiscourse markers is greater in literature research proposals compared to linguistics research proposals. This observation is corroborated by the data presented in Tables 4.1.2.6 and 4.1.2.7, which enumerate the total frequencies for each category of markers. Nevertheless, an exception to this pattern is evident with boosters, a type of interactional metadiscourse marker, whose frequency is significantly higher in linguistics research proposals, as illustrated in Table 4.1.1.3 within the frequency analysis section. The underlying reason for this discrepancy is attributed to disciplinary preferences: the elevated frequency of boosters in linguistics reflects the discipline's focus on certainty and an authoritative

stance, whereas the reduced frequency in literature corresponds with its interpretive and less dogmatic approach to argumentation. Specifically, boosters such as "clearly" (used 10 times), "indeed" (3 times), "must" (36 times), and "should" (40 times) were more frequently employed in linguistics research proposals than in literature. Similarly, as indicated in Table 4.1.2.3, frame markers are utilized more frequently in linguistics proposals (17 times versus 12 times in literature proposals). Frame markers are important in linguistics writing because they assist in organizing material, directing readers through the argument, and defining the flow of the dialogue. Moreover, frame markers play a crucial role in linguistics in organizing information, guiding readers, and clarifying the structure of arguments.

On the other hand, the lower frequency of frame markers (12 times) as indicated in Table 4.1.2.2 may be explained by the more interpretive and nonlinear approach that literature research proposals typically take. Code glosses are signals that linguistics students use more often in their research proposals than in literature research proposals, according to the study's findings. Compared to the 114 in the literature indicated in Table 4.1.2.5 discussed in the investigation, its frequency in linguistics was 317. Code glosses aid in the understanding of abstract or difficult topics by decomposing a complex process, classifying authors' engagement levels into several factors (depth of inquiry, usage of sources, comprehensiveness). However, in literature, its frequency is low (114) due to disciplinary conventions. In linguistics, the total frequency of evidential is 191, higher than in literature (100), as mentioned in Table 4.1.2.4. The example enlisted in Table 4.1.2.4 clearly shows that, within the field of linguistics, there is a strong tendency to refer to other works to substantiate claims and cite evidence rationally and empirically. In contrast, literature is predominantly interpretative, focusing on analysis without citations.

On the other hand, literature proposals exhibit higher frequencies of markers, such as transitions, hedges, self-mentions, engagement, and endophoric markers, as shown in Tables 4.1.2.1, 4.1.1.2, 4.1.1, 4.1.1.4, and 4.1.2.3, respectively. According to Hyland's (2005) model, transitions and endophoric markers are integral to interactive metadiscourse, which helps organise the text and guide the reader through the argument. The frequent use of transitions enhances explicit textual organization and coherence, a disciplinary practice supported by instances in Table 4.1.2.1. Similarly, endophoric markers are more common in literature research proposals because they play a significant role in creating coherence by connecting parts of the text, such as

figures, sections, and tables, which helps guide the reader through the complex interpretive analysis typical of humanities writing. Refer to Table 4.1.2.3, which provides an example to illustrate the disciplinary difference.

Hedges belong to interactional metadiscourse. They are more commonly used in literature to show tentativeness and reflect interpretive complexity (Table 4.1.1.2). Self-mentions, also a category of interactional markers, serve as clear indicators of authorial identity. The extensive use of first-person pronouns in literature supports Hyland's claim that self-mentions engage readers by emphasising the writer's presence and perspective. This significance is mainly attributable to the subjective nature of literary genres. The findings indicate that writers in literature typically emphasise their academic identity to garner attention and respect from their scholarly community. The example is listed in Table 4.1.1.1 for detailed analysis.

Similarly, engagement marker frequency is also high in the literature compared to linguistics. This distinction reflects the pattern of literary proposals involving readers in interpretation, whereas linguistic writing tends to be more analytical and objective, with fewer engagement markers. An example is provided in Table 4.1.1.4 to illustrate the disciplinary differences in the use of markers.

These patterns reflect disciplinary rhetorical conventions, with literature relying heavily on both interactional strategies (to negotiate author-reader relationships) and interactive strategies (to organize and guide readers through complex texts) as conceptualised in Hyland's metadiscourse framework.

4.2   Thematic Analysis of Incorrect Use of Marker

4.2.1 Theme 1: Incorrect Use of Meta Discourse Marker: Types of Incorrect Use of the Marker

1. **Example**

   An evaluation of the study: …………………………… medication errors.

- **Misuse of Hedges**

   Likely is misused in the sentence.

- **Effects of Incorrect Use of Marker**
- **Effect on Coherence**

Misusing "likely" as a hedge when stronger language is necessary can impair coherence by making the argument appear uncertain, decrease cohesion by blurring logical relationships, and reduce the strength and clarity of the argument.

- **Correct Marker Usage**

Utilizing "in fact" improves the clarity and persuasiveness of the argument, conveying confidence and authority through Hyland's (2005) metadiscourse model. Moreover, using the booster "in fact" instead of the hedge "likely" improves the argument by indicating confidence and emphasis.

Text has been taken from Topic no. 17.

Types of Incorrect Use of the Marker: Redundancy of Hedges

- **Example**

What is the research ……………possible…. human being.

In the above sentence, repetition of **possible** words leads to confusion.

- **Effect of Incorrect Marker Usage**
- **Effect on Argument Presentation**

In the above sentence, repetition of possible words leads to confusion and disrupts logical flow and argument strength.

- **Correct Use of Marker**

According to the Hyland model, 'possible' is used to indicate uncertainty. Here, in the above sentence, it is possible to make the sentence clear; however, using 'possible' a second time in a sentence is inappropriate. It shows redundancy, which affects argument clarity.

The text is taken from Topic 18.

Type of Incorrect Use of Marker: Misuse of Hedges

- **Example**

Kamala attends blessed "…………………perhaps……………….

In the above sentence, 'perhaps' should not be used.

- **Effect of Incorrect Marker Usage**
- **Effect on Argument Presentation**

Perhaps it should not be used, and the quote could be rephrased for clarity and impact. Hyland's (2005) model, which emphasizes the role of hedges and boosters in writing for academic purposes, suggests that employing them could perhaps undermine the argument being made.

Types of Incorrect Use of the Marker: Misuse of Hedges

- **Example**

He gives an example of an actor who, in the past, might have perceived another actor as a coward if he fastened his seatbelt while driving.

- **Effect of Incorrect Marker Usage**
- **Effect on Argument Presentation**

Inappropriate use of might, according to Hyland's model, is visible in the above-mentioned sentence. According to Hyland, hedges serve to express caution and acknowledge complexity in claims. In this case, the perception of an actor as a coward for fastening a seatbelt is likely rooted in specific social norms rather than being merely possible. Therefore, using "might" here does not accurately reflect the historical context where such perceptions were more likely than uncertain.

- **Correct Use of Marker**

A better choice could be "could" or "were likely to," which convey a stronger sense of probability based on social norms rather than mere possibility.

Text has been taken from Topic No. 16 of literature research proposals.

Types of Incorrect Use of the Marker: Misuse of Boosters

- **Example**

Writing causes several difficulties, making it a daunting task for them.

In the above paragraph, it is certainly not used correctly.

- **Effect of Incorrect Marker Usage**

- **Effect on Argument Presentation**

It looks to be subjective; it does not convey the reality of the issues people encounter.

- **Correct Use of the Marker**

In the above paragraph, instead of using 'certainly', the use of 'in fact' would be more appropriate. It demonstrates a strong claim that what follows is actual.

The text has been taken from Topic 5.

Types of Incorrect Use of the Marker: Misuse of Transition Marker

- **Example**

Some researchers have tried ………………………………………………… In addition, another researcher argues ……………Climate change in New York.

In the above sentence, in addition, is misused.

- **Effect of Incorrect Marker Usage**

- **Effect on Coherence**

Based on Hyland's concept, it would be reasonable to use "similarly" rather than "in addition." In the context of discussing relevant research findings, "similarly" denotes a comparison or relationship between concepts. Therefore, replacing "similarly" would improve the argument's coherence and logical flow.

- **Correct Marker Usage**

Based on Hyland's concept, it would be reasonable to use "similarly" rather than "in addition.

Text has been taken from topic 6 of the literature research proposals

Types of Incorrect Use of the Marker: Misuse of Transition Marker

- **Example**

The current chapter, however, discusses the approach method and theoretical framework.

In the above sentence, however, is misused.

- **Effect of Incorrect Marker Usage**
- **Effect on Coherence**

Using "however" can disrupt coherence by confusing the reader about the relationship between ideas.

- **Effect on Cohesion**

Misuse (e.g., when no contrast exists) weakens cohesion by creating misleading or awkward transitions.

- **Effect on the Argument**

However, the use undermines the clarity and strength of the argument.

- **Correct Marker Usage**

In the above sentence, instead of using however, utilization of thus as a transition marker is more appropriate, because however" is used for presenting contrasting views. In the above sentence, no contrasting view is visible.

Text has been taken from topic no. 12 of linguistics.

Types of Incorrect Use of the Marker: Redundancy of the Transition Marker

- **Example**

Climate Change is a pressing concern and a…………….. persistent issue.

On the other hand, the incorporation of 'however' in the sentence is more in line with Hyland's model; however, it provides a more distinct contrast without redundancy.

Text has been taken from topic 11 of linguistics research proposals

Types of Incorrect Use of the Marker: Redundancy of the Transition Marker

The study is an attempt. Furthermore, it is in the language. Furthermore, this study presents different ways.

In the above-mentioned paragraph, the redundancy of furthermore is glaringly visible.

- **Effect of Incorrect Marker Usage**
- **Effect on Coherence**

Excessive use of "furthermore" can make the logical flow of ideas feel repetitive and mechanical, breaking the argument's natural evolution. Instead of progressing

themes, the text may appear stopped or overly formulaic, leaving readers confused about the relationships between concepts.

- **Correct Usage of Marker**

Instead of utilizing furthermore in the following sentence, moreover" should be added in the sentence. Therefore, there will be no redundancy in the use of 'furthermore'. It will enhance the coherence of the text.

Rephrasing this sentence would be like this: Moreover, the study would help elementary-level students develop better language production skills.

The text has been taken from Topic 2 of linguistics.

4.2.2 Theme 2: Types of Missing Markers: Incorporation of Missing Meta Discourse Markers

Types of Missing Markers: Missing Hedges

1.   Example

The interview data provide insight into how and in what ways English linguistic imperialism is evident in the perception of the educated Pakistani population.

In the above example, hedges might be missing.

- **Effects of Incorporating the Missing Marker**
- **Effect on Coherence**

The term "might" can be added in the text, suggesting possibility rather than certainty. In addition, hedges like "might" can improve coherence by signaling to the reader that the debate is open to interpretation or further research, enabling a more balanced and deliberate presentation of ideas.

The text has been taken from Topic 9.

Types of Missing Markers: Missing Boosters

The previous research studies suggest that corpus-assisted critical discourse analysis is an appropriate methodology for analyzing newspaper discourse.

In the above sentence, a word is missing.

- **Effects of Incorporating the Missing Marker**
- **Effect on Argument Presentation**

The use of the term "in fact" increases the argument's persuasiveness by indicating to the reader that the claim is supported by data or prior research.

The text has been taken from Topic 8.

Types of Missing Markers: Booster

2. **Example**

Studies conducted by various researchers demonstrate that media discourse analysis is a significant area of research in the field of linguistics.

In the above example, the booster is missing.

- **Effects of Incorporating the Missing Marker**
- **Effect on Argument Presentation**

According to Hyland's model, boosters are used to help scholars communicate with certainty what they need to say. Therefore, incorporating a booster makes the argument more persuasive and more-straight forwardStudies conducted by various researchers demonstrate that media discourse analysis is a significant area of research in the field of linguistics.

The interview data might provide insight into how and in what ways English linguistic imperialism is evident in the perception of the educated Pakistani population.

The text has been taken from Topic 8.

Types of Missing Markers: Transition Marker

3. **Example**

I will analyze how these writers and narratives respond to the challenges of the post-human condition and how they use science fiction as a means of exploring and imagining new dystopian regimes in the near and far future.

The theoretical underpinnings will provide me with the opportunity to analyse the post-secular sci-fi narratives. I intend to focus on AI as a means for describing dystopia.

In addition, the transition marker is missing.

- **Effects of Incorporating the Missing Marker**
- **Effect on Coherence**

In the above example, to create coherence and cohesion between two paragraphs, the transition marker in addition" was added. Hyland's model uses "in addition" as a metadiscourse marker to communicate more information, guide the reader through the content, and reinforce logical connections between ideas. "In addition" contributes to the overall coherence of the text by structuring the information in a way that facilitates readers' understanding of the progression of ideas.

- **Effect on Argument Presentation**

In the second line of the second paragraph, the discourse marker therefore is missing. Therefore, I intend to use AI as a model. Therefore, the metadiscourse markers used enhance the argument's strength. According to Hyland's 2005 model, logical connectors like "therefore" help persuasive writers build a clear and cohesive line of reasoning to persuade the reader. "Therefore" makes the argument more logical and convincing by indicating the logical conclusion or inference from the premises. The logical path from evidence to conclusion is essential to persuasive writing.

The text has been taken from Topic 27.

Types of Missing Marker: Missing Transition Marker

4. **Example**

My research methodology will involve discourse analysis and textual analysis, with some primary narratives being both visual and textual. These methods will assist me in my narrative. The research approaches, particularly discourse analysis and textual analysis, are suitable for the scope of the study.

In this paragraph, the metadiscourse markers 'therefore' and 'thus' are missing.

- **Effects of Incorporating the Missing Marker**
- **Effect on Argument Presentation**

Therefore, and thus, when inserted in a sentence, it strengthens the argument. For example, these methods will aid me in interpreting my primary narratives.

Therefore, the research approaches are particularly suitable for the scope of this study.The text has been taken from Topic 27.

Types of Missing Marker: Missing Transition Marker

    5. Example

Posthumanism is a cultural and intellectual notion that extends humanism. Posthumanism questions this anthropocentric view of rationality and distinctiveness. Posthumanism questions the nature of consciousness and human cognition. This perspective enables the investigation of nonhuman or machine consciousness, as well as the development of artificial intelligence. This hybridity raises questions about the traditional humanist emphasis on the singularity of human experience and intellect.

In the above paragraph, discourse markers, such as "also" and thus, are missing.

- **Effects of Incorporating the Missing Marker**
- **Effect on Coherence**

In the above paragraph, discourse markers, such as "also" and thus, are missing, leading to a lack of verbal coherence within the paragraph. Discourse markers should also be added in the sentence, as well as a post-human question, so that it will bolster coherence between the two sentences.

- **Effect on Argument Presentation**

In the last line of the paragraph, the discourse marker 'thus' should be added to make the argument stronger, linking the previous discussion with the following sentence.

"Thus," this hybridity calls into question the traditional humanist emphasis on the singularity of human experience and intellect.

The text has been taken from Topic 2.

Types of Missing Marker: Missing Transition Marker

The data chosen……………………………… possible…………..

However, the metadiscourse marker is missing within the text.

- **Effects of Incorporating the Missing Marker**
- **Effect on Coherence, Cohesion**

To present contrasting views or to present a persuasive argument and create coherence within the text, metadiscourse markers should be incorporated effectively.

According to the Hyland model, "however" immediately presents a contrasting viewpoint but also plays a crucial role in creating coherence and advancing persuasion.

Effect on Argument Presentation

It effectively structures the text, guiding readers through the argumentative process and showcasing the writer's thoughtful engagement with the topic.

The text has been taken from Topic 11 of linguistics.

Types of Missing Marker: Missing Transition Marker

6. **Example**

Pahari, a language spoken in AJK, is a dialect of Pahari. The reason for choosing this dialect is that it is spoken by the largest community concentrated in the area, AJK. The current study aims to find deictic expressions used in the Poonchi dialect of the Pahari language. Therefore, the concern of this study is to observe how the English and Pahari languages display their respective deictic properties. The deictic expressions of both languages will be examined semantically (literal meaning) as well as pragmatically (contextual meaning)."

On the other hand, the transition marker is missing.

- **Effects of Incorporating the Missing Marker**
- **Effect on Coherence**

According to Hyland's model, metadiscourse markers, such as "on the other hand," help shape the writer-reader interaction, guide the reader through the text, and signal shifts in argumentation or perspective. In the provided text, its addition enhances coherence and clarity by introducing a contrasting viewpoint regarding the examination of deictic expressions in English and Pahari languages.

"On the other hand," the deictic expression pragmatically (contextual meaning).

Text taken from topic 6 of linguistics research proposals

Types of Missing Marker: Missing Frame Marker

7. **Example**

To achieve my research objectives, I will engage in a close reading of the works of Pakistani artists who explore posthuman themes in their art.

In the above example, the order is missing, which is a frame marker.

- **Effect on Coherence**

    Using to as a frame marker helps readers grasp the logical connection between sentences or paragraphs by clearly indicating the goal or intention behind an action or statement. This makes the content more cohesive and easier to read by guiding the reader through the argument.

- **Effect on Cohesion**

    By connecting concepts across phrases or paragraphs, "in order to" serves as a unifying technique that makes it clear how one thought leads to another. This improves the text's structural coherence and guarantees logical and seamless concept transitions.

- **Effect on Argument Presentation**

    By clearly indicating purpose, "in order to" enhances the clarity and persuasiveness of the argument. It helps frame the reasoning for actions or claims, making the argument more compelling and accessible to the reader. In the above example, the order should be utilized by the researcher to show intention or purpose. Moreover, connect the previous paragraph with the next. In order to act here as a frame marker.

    The text has been taken from topic number 3 of the literature research proposals.

Types of Missing Marker: Missing Frame Marker

8. Example

All these excerpts from the selected novels highlight instances of violence perpetrated against the common masses and their representatives.

In the above line, the frame marker, to sum up, or in conclusion, is missing.

- **Effects of Incorporating the Missing Marker**
- **Effect on Coherence**

    In the above line, the frame marker, to sum up, or in conclusion, is missing, and a lack of coherence and cohesion is visible. Hyland's (2005) model uses the

metadiscourse marker "to sum up" or "in conclusion" to generate coherence by summarising the important ideas.

Text has been taken from topic 28 of literature research proposals.

Types of Missing Marker: Missing Code Glosses

    9. **Example**

These studies of the Palestinian faction…………………………....

In the above paragraph, the above-mentioned is missing.

- **Effects of Incorporating the Missing Marker**

- **Effect on Coherence**

Incorporating the above-mentioned word in the text makes the text more transparent and coherent—the above-mentioned acts as a code glass, a metadiscourse marker in the text. So, after inserting the above-mentioned in the sentence, the sentence will look like this.

The above-mentioned studies do not explore the works through Mbembe's ideas of necropolitics or Fanon's theory of violence; instead, they present a general discussion of the stories. Text has been taken from topic no 19 of the literature research proposal.

The comparative study of metadiscourse markers in literature and linguistics research proposals is connected to the second section of the analysis. I conducted a thematic analysis for this purpose by creating three main themes: Discourse markers Strengthen argument, Presentation in Literature, but their Absence Weakens It in Linguistics; Discourse Markers Enhance Coherence in Literature, but their Scarcity Disrupts Coherence in Linguistics; and last, Discourse markers improve cohesion in literature, but their omission leads to linguistic fragmentation. This portion of the analysis aligns with question number two of the research, focusing on how the use of metadiscourse markers differs in both disciplines mentioned in the introduction chapter under the research question heading. Additionally, this analysis tried to meet objective number two of the thesis. Significantly, it is aligned with the problem statement, which draws attention to a crucial problem: the Pakistani M.Phil. Students, especially those writing research proposals in English as a second language, usually encounter significant challenges despite the recognized significance of metadiscourse markers in

guaranteeing textual coherence, cohesion, and effective argumentation in academic writing. These difficulties include insufficient argumentation, poor textual coherence, and a lack of cohesiveness.

4.3   Comparative Analysis of Use of Markers in Literature and Linguistics

4.3.1.   Theme 1: Discourse Markers Strengthen Argument Presentation in Literature but their Absence Weakens It in Linguistics

Literature

1. Example

Because of the qualitative analysis's subjective nature, I will be able to add my voice to the overall argument of my thesis.

Analysis

In the above sentence, the metadiscourse marker I is used. The use of 'I' indicates that the researcher is connecting their viewpoint with the subjective aspect of qualitative analysis. This indeed establishes a logical link, the fact that it is subjective, and paves the way for the researcher's interpretation. This clarity in the arguments enables readers to engage more effectively with the researcher's argument.

Linguistics

2. Example

This research aims to fill this gap by conducting a multimodal analysis of the protests, with a focus on the linguistic and visual elements, to gain a deeper understanding of the strategies and techniques used by social movements to communicate their message and mobilise support.

Analysis

The above sentence has a more detached and formal tone, which can hinder the flow of ideas and connection with the reader, disrupting the progression of concepts and the audience's relationship. This, in turn, leads to weakened argument presentation within the text.

Literature

3. Example

Since the primary texts are graphics, a visual method of analysis is employed. Thus, this study utilises the multimodal method of Van Leeuwen.

Analysis

In the above text, the use of this metadiscourse is evident. The use of the word "thus" in the paragraph enhances the structure of the argument. In the above paragraph, cohesion and coherence are glaringly observable.

Text has been taken from topic 12 of literature research proposals.

Linguistics

4. Example

My research methodology will involve discourse and textual analysis. These methods will assist in the interpretation of my primary narrative.

Analysis

For example, these methods will aid me in interpreting my primary narratives. The addition of these markers strengthens the argument. It also enhances coherence and cohesion within the text. It paves the way for the flow of ideas. They are linked with one another. Thus was missing in the text. It was disturbing the coherence and cohesion of the text.

4.3.2 Theme 2: Discourse Markers Enhance Coherence in Literature, but their Scarcity Disrupts Coherence in Linguistics

Literature

5. Example

Furthermore, several researchers have touched on one Shahnaz Bashir, such as his novel, as mentioned earlier. However, the only commonality is Kashmir, violence, and the emotional state of the Kashmiris.

Analysis

The utilization of "however" improves cohesion and coherence by drawing comparisons among the researchers' different viewpoints, explaining the connection among their research, and underlining the common issue of Kashmir.

Text has been taken from the first topic of literature research proposals.

Linguistics

6. Example

The data for this research will be collected from online sources and other relevant sources.

The study will be based on non-random sampling of two different languages. Fifteen songs from the Pashto language and fifteen songs from the English language, selected between 2020 and 2023, will be chosen.

Analysis

However, the metadiscourse marker is missing within the text. To present contrasting views or to present a persuasive argument and create coherence within the text, however, metadiscourse markers should be incorporated within the text. According to the Hyland model, "however" immediately presents a contrasting viewpoint but also plays a crucial role in creating coherence and advancing persuasion. It effectively structures the text, guiding readers through the argumentative process and showcasing the writer's thoughtful engagement with the topic. Text has been taken from topic no.3

4.3.3 Theme 3: Discourse Markers Improve Cohesion in Literature, but their Omission Causes Fragmentation in Linguistics

Literature

7. Example

There are utopias and dystopias. According to Foucault, utopias are ideal sites. On the other hand, dystopias are the total annihilation of society. Societies keep on evolving and re-forming.

Analysis

In the above example, on the other hand, is utilized by the researcher to show the difference between two contrasting ideas. This indeed creates a logical flow and boosts the argument.

Linguistics

8. Example

Pahari is a language spoken in AJK; therefore, the concern of this study is to observe respective deictic properties. The deictic expressions of both languages will be examined both semantically and pragmatically.

Analysis

According to Hyland's model, metadiscourse markers, such as "on the other hand," help shape the writer-reader interaction, guide the reader through the text, and signal shifts in argumentation or perspective. In the provided text, its addition enhances coherence and clarity by introducing a contrasting viewpoint regarding the examination of deictic expressions in English and Pahari languages.

Text has been taken from topic no. 6.

Literature

9. Example

Western perspectives mainly dominate the climate discourse. The proposed study is significant because it will investigate radically different discourse. Furthermore, this study will explore a sub-genre, i.e., cli-fi, which has received less critical attention.

Analysis

Furthermore, utilization within the paragraph made it more coherent and enhanced cohesion within the text. Furthermore, the research is linking one point to another.

Text has been taken from topic no.6 of literature research proposals.

Linguistics

10. Example

This research contributes to the existing body of knowledge, which may lead to divergent opinions. The present research contributes to the visual analysis of media discourse, including newspapers. In summary, this work helps illuminate ecological challenges and has a significant influence. Language and ecology are interconnected, influencing the cognitive capacities of language users.

Analysis

Further information is missing in the above paragraph, which affects the cohesion and coherence of the text. So, adding transition markers enhances the cohesion and coherence of the text. Furthermore, utilization conveys the following sentence and expands upon the previous concept, emphasizing the relation between the investigation's findings and the larger context of the study. Furthermore, this research contributes to the visual analysis of media discourse.

Text has been taken from topic no. 11 of linguistics research proposals.

The addition of these markers strengthens the argument. It also enhances coherence and cohesion within the text. It paves the way for the flow of ideas. They are linked with one another. Thus, it was missing in the text. It was disturbing the coherence and cohesion of the text.

Therefore, from the analysis of the above examples, it can be inferred that metadiscourse markers were used more in M.Phil literature proposals. Due to the usage of these markers, the text was more coherent. Cohesion was observable in literature research proposals. Argument structure was stronger due to the greater utilization of 'thus', 'on the other hand', and metadiscourse markers. In addition, the use of self-markers, such as "I," "my," and "us," also highlighted the personal narrative aspect, as well as the reader's engagement.

However, in linguistics research proposals, metadiscourse markers were used less than in literature research proposals. The reduced use of metadiscourse markers in linguistics led to weak coherence and cohesion within the text. Similarly, however, the reduced use of markers leads to fragile argument presentation in linguistic research proposals. Moreover, transition markers, like furthermore" and in addition, were less

employed in research proposals. This indeed affected the coherence and cohesion of the text.

Additionally, self-mention markers, I, my, and us, were least sighted in linguistics research proposals. These markers serve to convey personal narrative and enhance reader and writer engagement. The use of these markers effectively grabs the reader's attention. In linguistics, there are a few studies that show less reader-writer engagement and more objectivity, as observable in linguistics research proposals.

4.4 Discussion

This dissertation aims to determine the frequency of metadiscourse markers used in M.Phil research proposals written by students in literature and linguistics, employing Hyland's taxonomy (2005). The analysis of marker frequency, as described in the Results section, sheds light on Research Question No. 1, which examines the frequencies of various meta-discourse markers. The first part of the data analysis reveals that the frequency of interactive metadiscourse markers in literature is 6,626, as mentioned in Table 4.1.2.6 of the analysis portion. Furthermore, the distribution of interactive markers in descending order of frequency was as follows: Transition markers appeared the most frequently, with a total of 6,393. Code glosses appear 114 times, followed by evidentiary metadiscourse markers (100). Frame markers are less common, occurring 12 times, and endophoric markers appear only 7 times. This ranking highlights the significance of transition markers in literature, particularly in comparison to other forms of interactive markers. The reason for this is that, to create coherence and clarity in academic writing, literature—as a humanities field—relies more on interactive cues, such as transitions.

Thus, this study employs a multimodal method, exemplified by the following example. The excerpt taken from the literature and highlighted in the section titled "Discourse Markers Strengthen Argument Presentation in Literature, but Their Absence Weakens It in Linguistics." Specifically, the use of the marker thus enhances coherence and facilitates stronger argument presentation. Moreover, this example supports the view that the frequent use of transition markers reflects established disciplinary conventions. Similarly, Table 4.1.2.1, presented in the analysis under the heading "Frequency of Markers in Literature," further verifies the aforementioned statement.

In contrast, in the linguistics corpus, the distribution of the most to least common interacting indicators was as follows. The total number of interactive markers was 5,255, as mentioned in Table 4.1.2.6 of the analysis part. Transition markers were the most frequent, occurring 4,727 times, followed by code glosses, which appeared 317 times, and evidential metadiscourse markers, with 191 occurrences. Frame markers appeared 17 times, while endophoric markers were the least frequent, occurring only 3 times.

The study clearly shows that evidential metadiscourse markers are more common in linguistics than in literature. This gap may be attributed to the nature of linguistic writing, which consistently acknowledges external sources to substantiate claims and supports them with empirical and logical evidence. Literary writing, on the other hand, is primarily interpretive, emphasizing analytical insights above explicit quotation of external information.This opinion is further supported by the frequency data displayed in the analysis's "evidential metadiscourse markers" section, which emphasizes how evidentials are used more frequently in linguistics.

An example that illustrates this point is drawn from Moseley (2016), where it is noted that the term "Brexit" was first introduced by Peter Wilding, who also led a related campaign during the referendum. This example illustrates how linguistic writings utilize sourced information to support arguments, a practice less prevalent in literary studies. It is a clear example of evidential metadiscourse. This example is mentioned in the analysis portion under the heading of evidential use in linguistics.

Similarly, code glosses are signals that linguistics students use more often in their research proposals than in literature research proposals, according to the study's findings. Furthermore, Table 4.1.2.5, which shows that the frequency of codeglasses is 317 in linguistics and 114 in literature, supports this claim. Additionally, an example was provided under the topic of why specific markers were more prevalent in linguistics and literature to demonstrate the disciplinary practices observed during codeglosses' metadiscourse.

Therefore, from the above discussion, it can be deduced that the frequency of interactive metadiscourse markers in literature is 6,626. In contrast, the linguistic corpus contained a total of 5,255 interactive markers. These findings are consistent with those of Geng (2023), who examined metadiscourse markers in abstracts of linguistics and literature research articles from Scopus-indexed journals. Geng discovered that

interactive markers, particularly transitions, were the most prominent in both corpora, although the order of other marker types varied between disciplines.

On the other hand, the interactional metadiscourse marker, a subgroup of metadiscourse markers, has a total frequency of 1,263 in the literature and 785 in linguistics, as mentioned in Table 4.1.2.7. Therefore, the frequency and distribution of interactional markers in literary and linguistic corpora differ significantly. In scholarly literature, self-mention is the most frequently used marker (588 occurrences), followed by hedges (471 occurrences), engagement markers (127 occurrences), boosters (72 occurrences), and attitude markers (5 occurrences), totaling 1,263 interaction markers. It is followed by hedges at 471, engagement markers at 127, boosters at 72, and attitude markers at 5, resulting in a total of 1,263 interaction markers. However, in the linguistic corpus, a different pattern emerges: hedges occur more frequently, with 315 instances, compared to 285 occurrences of self-mentions. Followed by boosters (92), engagement markers (91), and attitude markers (2), totaling 785 interaction markers. This comparison clearly shows that interactional markers are employed more frequently in literary research proposals than in linguistics proposals, with self-mentions and hedges being especially common in the literature corpus.

The frequency of interactional metadiscourse indicators was examined in both disciplines, as mentioned previously. Notably, literature makes greater use of self-mention indicators than does linguistics. In particular, Table 4.1.1.1 indicates that self-mention occurs 588 times overall in literature, but only 285 times in linguistics. This notable discrepancy suggests that authors of literature frequently include references to themselves, possibly to express their interpretations or to engage directly with readers. Self-mention metadiscourse markers are therefore more prevalent in literary literature, according to the research.

Similarly, a high frequency of engagement markers, hedges, and attitude markers in literature was observable as compared to linguistics in Tables 4.1.1.4, 4.1.1.2, and 4.1.1.5. Additionally, disciplinary conventions regarding the use of markers in various fields are a reason for the increased use of these identifiers in literature. In literature, authors usually use self-mention markers to include readers in the interpretation process. In contrast, linguistic writing typically employs fewer engagement techniques of this type and is more analytical and objective. An example was presented in the analysis portion, under Table 4.1.1.4, to illustrate the use of markers. This movement inspires scholars and researchers to pause and take note of the

racial trauma experienced by the African American people. The word "note" serves as a marker of engagement. It draws readers' attention to the significance of racial trauma and challenges them to acknowledge and consider a pressing subject actively.

Likewise, an example was taken from a literature text to show the use of hedge markers, leading to disciplinary differences. The example was mentioned under Table 4.1.1.2.

On the other hand, dystopias are the total annihilation of society, which is not possible as long as the world exists, as societies keep on evolving and reforming. The word "possible" here refers to a cautious or qualified statement rather than an unqualified truth.

Geng (2023), who investigated metadiscourse markers in abstracts of linguistics and literature research articles from Scopus-indexed journals, generally supports my findings on the distribution of interactional markers. Moreover, both my study and Geng's analysis reveal a higher frequency of self-mention in literature, which can be attributed to the increased subjectivity and authorial presence found in literary genres. Furthermore, both studies show that attitude and engagement markers are among the least common interactional markers in literature and linguistics corpora. Although there is a slight variation in the predominance of the boosters, Geng (2023) recognizes boosters as more prominent; the overall distribution patterns and disciplinary distinctions identified in my data are consistent with Geng's findings. Hence, this correspondence supports the validity of my results and emphasizes the consistent nature of metadiscoursal behaviors across similar academic contexts.

After analyzing frequency in literature and linguistics, I conducted a thematic analysis to determine the distinction in employment of different forms of metadiscourse markers in both disciplines. This portion of the analysis was linked with question number two of the thesis, "How does the use of metadiscourse markers in linguistics and literature research proposals differ?" To address this question, I have analyzed examples from both disciplines to demonstrate how their use and absence affect coherence, cohesion, and argument presentation within research proposals.

One notable finding from this comparative research is that metadiscourse indicators improve argument presentation in literature while weakening it in linguistics. For example, the use of self-markers in literary research proposals, such as "I," demonstrates this. My analysis of a literary proposal revealed that the researcher's use of "I" ("the use of self-markers, I, in the sentence demonstrated both the personal

narrative aspect and the reader's engagement"). A phrase such as, Because of the qualitative analysis's subjective nature, I will be able to add my voice to the overall argument of my thesis" indicates that the researcher is connecting his point of view with the subjective aspect of qualitative analysis. It not only introduces a personal narrative but also fosters reader engagement and connects the researcher's viewpoint with the inherently subjective nature of qualitative analysis. As a result, this direct engagement improves the argument presentation in literary study proposals. This phrase or example was taken under the theme, "Discourse markers strengthen argument presentation in literature, but their absence weakens it in linguistics."

In contrast, an example from a linguistics research proposal demonstrates the negative consequences of their absence. A phrase such as "This research will try to fill the gap by conducting a multimodal analysis of the protests" has a more distant and professional tone. As a result, this formality impedes the natural flow of ideas and connection with the reader, hindering the development of ideas and audience interaction. Ultimately, this results in a weaker argument presentation in linguistics research proposals. This clear distinction in metadiscourse usage highlights how specific linguistic choices impact the persuasive force and clarity of academic discourse, as illustrated by examples from both literary and linguistic contexts.

Likewise, I developed the theme. Discourse markers enhance cohesion in literature, whereas their absence leads to fragmentation in linguistics. To explore how the presence or absence of these markers affects textual coherence. For example, in a literature research proposal, the discourse marker "on the other hand" effectively contrasts two ideas.

There are utopias and dystopias. According to Foucault, utopias are ideal locations... Dystopias, on the other hand, represent the complete annihilation of society. This marker highlights the opposing concepts, resulting in a logical connection that improves the overall coherence of the text.

In contrast, an example of a linguistics research proposal illustrates how the absence of such signals can compromise coherence. The text states:

The concern of this study is to observe ….. respective deictic properties. The deictic expressions of both languages will be examined semantically … as well as pragmatically."

In this example, the absence of a transitional phrase such as "on the other hand" before talking about deictic expressions causes a sudden change without an obvious indication, which weakens coherence and disrupts the thought flow.

As a result, these examples, which are also discussed under the subtheme "Discourse markers improve cohesion in literature, but their omission causes fragmentation in linguistics" in the analysis section of my thesis, highlight the critical role that metadiscourse markers play in smoothly linking ideas and maintaining cohesion. This comparative analysis demonstrates how using strategic marketing research concepts promotes more logical idea flow and clearer linkages. On the other hand, linguistics suffers from fragmentation and a loss of cohesion when these ideas are absent.

Lastly, I developed the theme "Discourse markers enhance coherence in literature, but their absence disrupts coherence in linguistics" to further investigate the impact of marker presence on the clarity and flow of research proposals. For example, a literary research proposal demonstrates the effective use of the contrastive marker "how":

"Several researchers have mentioned one..………… Shahnaz Bashir's novel, as previously noted. The only thing they have in common is Kashmir, bloodshed, and the Kashmiris' mental state." In this example, the usage of "however" not only creates coherence but also strengthens it by emphasizing a difference between distinct points of view. This marker effectively connects scholars' perspectives and emphasizes the shared focus on Kashmir's difficulties, guiding the reader through a complex argument.

In contrast, a linguistics study proposal (Example 6) lacks such an opposing marker, which reduces coherence." Data for this research will be collected online... The study will use non-random sampling in two separate languages. The lack of "however" or any other contrastive marker before delivering shifts or opposing views results in a less logical argument and a weaker presentation of competing perspectives. According to Hyland's metadiscourse model, the word "however" is critical for conveying contrast and structuring arguments.

As seen from the preceding examples, it is clear that the strategic use of metadiscourse markers is a common feature of M.Phil literature research proposals. As a result, consistently using these markers improves the text's overall coherence. Furthermore, a strong sense of cohesiveness is evident across these literary proposals. However, metadiscourse markers were less commonly used in linguistics study

proposals. As a result, the writing had less consistency and continuity, as well as a weak argument presentation. All examples were examined in the analysis section, clearly demonstrating the difference in the use of metadiscourse markers in linguistics and literature.

The findings of this study examine the use and impact of discourse markers in literature and linguistics research proposals, corroborated by Almohaimeed's (2022) comparative analysis of discourse marker utilization across disciplines. Mohamed's research shows that humanities disciplines, which are akin to literature research, use discourse markers more frequently and diversely than scientific domains, which are analogous to linguistics in this context. This increased use of humanities articles considerably improves literary cohesiveness, coherence, and the clarity of argument presentation. In contrast, the minimal use of discourse markers in scientific writing corresponds to the observed disruptions in cohesiveness and coherence in linguistics publications, as documented in this study. Furthermore, Almohaimeed (2022) emphasizes the importance of disciplinary standards in producing discourse marker patterns, underscoring the idea that disciplinary norms influence how writers communicate logical linkages and construct arguments. Prior research offers strong empirical and theoretical support for the conclusion of the current study: the use of discourse markers enhances argument clarity and textual flow in literature. In contrast, their absence or limited use in linguistic writing can impede effective communication.

The frequency analysis (Question 1) demonstrates that literary research proposals use more metadiscourse markers than linguistic proposals. The use of metadiscourse markers is more prevalent than linguistic proposals. The consistent use of critical markers, such as contrastive and connective devices (e.g., "however," "on the other hand"), supports qualitative findings that these markers significantly improve coherence, cohesion, and argumentation. Clarity in literature is important. In contrast, the relative lack of such indicators in linguistic proposals is linked to weaker textual connections and fragmented argumentation, as demonstrated in examples. Thus, quantitative findings on marker frequency support the qualitative observation that more frequent employment of metadiscourse markers in literary works directly corresponds to greater textual flow and reader engagement.

Lastly, I focused on the improper utilization of metadiscourse markers in their research proposals. To analyze the improper use of metadiscourse markers in their

synopsis, I adhered to Hyland's 2005 approach. I conducted a thematic analysis of the types of metadiscourse markers misused.

The examination of research proposals revealed various difficulties related to the usage and lack of metadiscourse markers, all of which had a substantial impact on coherence, cohesiveness, and argument strength. Repetition and improper use of hedges, such as "likely" and "perhaps," created additional uncertainty and undermined arguments, while the lack of hedges, like "might," diminished the depth of statements. Similarly, the misuse of boosters, such as "certainly," made assertions appear subjective and less believable, while the absence of boosters, like "clearly" and "in fact," reduced the clarity and forcefulness of arguments. Transition markers were also problematic; the redundant use of "furthermore" and incorrect use of "however" disrupted the logical flow and failed to convey contrasts accurately, as specified in Hyland's (2005) model. The lack of causal transitions such as "thus" and "therefore" weakened the logical links between ideas.

Furthermore, the absence of frame markers such as "to sum up" or "in conclusion" led to a lack of structural clarity, making it difficult for readers to follow the main argument. The absence of code glosses (e.g., "namely," "for example") further hampered reader comprehension by neglecting to clarify or elaborate on essential topics. Incorporating the missing markers and correcting their improper usage enhanced the text's coherence, cohesiveness, and persuasiveness. This suggests that the careful and strategic use of metadiscourse markers improves both the logical flow and overall effectiveness of academic writing.

A central vacuum in the literature is filled by the study's findings, which highlight mistakes made when using metadiscourse indicators, including hedges, boosters, transition markers, and frame markers, in research proposals. Although the functions and frequencies of metadiscourse markers have been thoroughly studied in applied linguistics and academic writing in the past (Hyland, 2005; Mauranen, 1993), these studies mainly describe usage patterns rather than specifically identifying and analyzing misuse of markers. Furthermore, research proposals have received little attention as a separate genre; instead, the majority of studies have focused on research articles, abstracts, or general academic texts.

Moreover, few studies offer a thorough, empirical analysis of how inaccurate or omitted markers impair coherence, cohesion, and argument strength. This is significant because most previous research has used quantitative techniques to quantify the

prevalence of metadiscourse markers or provided general qualitative explanations of their functions. Thus, the methodical detection and classification of misuse of markers in this study, backed by specific examples, constitutes a novel contribution. It provides insightful information about the difficulties authors encounter when utilizing metadiscourse markers in research proposals, a genre that requires persuasiveness and clarity. This study emphasizes the misuse and disregard for metadiscourse markers. It not only supports theoretical claims about their importance but also offers valuable data that can enhance academic writing supervision and teaching. By demonstrating how the improper use of metadiscourse directly affects the quality of academic writing in research proposals, this work addresses a significant gap in existing literature.

Furthermore, an analysis of the improper use of markers proves helpful in providing an answer to the question posed in the thesis. Hence, this study guides the students regarding the proper use of markers in their research proposals. Firstly, this study raises awareness of everyday use and misuse patterns. By presenting these patterns, the study helps students recognize frequent errors that disrupt coherence and clarity in thesis writing. In research proposal writing, it is important to use markers effectively. Additionally, providing the reader explicit examples of both appropriate and inappropriate use of these indicators also aids in guiding them. Thirdly, pointing out the excessive usage of particular markers causes logical flow, coherence, or cohesiveness to be disrupted. In order to improve logical flow and the way that students express their ideas, it is recommended that they balance the usage of markers in research proposals. In light of the results, the study suggests that discourse marker instruction be added to the academic writing curriculum in order to enhance students' understanding and competence in utilizing these markers in research proposals.

4.4.1   My Reflection on Research

Reflecting on the findings of this study, I have gained a deeper understanding that the use of metadiscourse markers varies between literature and linguistics due to academic differences. To support disciplinary conventions, the analysis section included examples and previous research. As I had anticipated, the interpretive and dialogic character of the humanities was demonstrated by examining how literary study projects rely more on hedges, self-mentions, endophoric expressions, and transition markers. However, linguistics' preference for certainty, explicit organization, and

empirical grounding—all of which I now understand to be essential to the discipline's rhetorical identity—is highlighted by the more common usage of code glosses, boosters, evidentials, and frame markers in research proposals.

Furthermore, this research has also inspired me to consider my academic writing, making me more conscious of how my rhetorical choices, such as when to express authority or engage the reader, can be deliberately adjusted to suit the traditions of my discipline. In addition to revealing trends documented in earlier research, the practice of examining both frequencies and instances from many domains deepened my comprehension of genre awareness and audience involvement in research writing.

Reflecting further on my research, I conducted a comparative study of metadiscourse marker application in both fields and undertook a thematic analysis of the text from Literature and Linguistics. In this process, I found that literature proposals generally exhibit higher coherence, cohesion, and more persuasive argumentation than those in linguistics. Moreover, a thematic analysis of the suggestions also uncovered examples of incorrect marker usage, especially in linguistics. By recognizing these occurrences and incorporating suitable metadiscourse markers, I observed a significant improvement in the overall coherence and cohesion of academic writing in linguistics. This experience made it clear how crucial it is to select and use the right markers to meet disciplinary requirements and enhance the coherence and clarity of arguments, especially in fields where these qualities are usually undervalued.

CHAPTER 5

MAJOR FINDINGS AND CONCLUSIONS

It is the final section of my thesis. In this section, I addressed various research questions and presented the study's findings in parallel. Furthermore, I thoroughly discussed the findings and provided suggestions and recommendations for students and teachers.

5.1 Findings of the Study

The study initially focused on determining the frequency of metadiscourse markers in the literature and linguistics disciplines. The researcher determined the frequency of metadiscourse markers in both disciplines using the corpus and AntConc software. The researcher identifies a frequency difference in the utilization of metadiscourse markers between the two disciplines in their MPhil research proposals.

- According to the findings, the interactional metadiscourse marker, a subcategory of metadiscourse markers, accounts for a total frequency of 1,263 in literature, while in linguistics, it is 785, as listed in Table 4.1.2.7 To sum up, it can be stated that MPhil Literature students employed more interactive metadiscourse markers in their research proposals than linguistics students.

- The frequency of interactive metadiscourse markers in literature is **6,626**, while in linguistics it is **5,255**, as mentioned in Table 4.1.2.6. Transition markers are used more frequently by literature students compared to linguistics students. Endophoric markers and frame markers are both less utilised by both disciplines in their research proposals. However, evidential metadiscourse markers are frequently used by linguistics researchers compared to the literature. Moreover, frequency analysis of markers in research proposals helped accomplish objective one of this dissertation and provided an answer to question one of the thesis.

- The use of metadiscourse markers varies between literature and linguistics due to disciplinary differences. Examples and previous studies were presented in the analysis section to support disciplinary conventions.

- After conducting a thematic analysis of research proposals, I found that literary research proposals exhibited greater coherence and cohesion than linguistic proposals. There was a bolstered argument presentation due to the high use of markers in literature research proposals. This portion of the analysis was closely linked to question number two of the thesis.

- Using the Hyland 2005 model as a guide, I concluded that the repetition and improper use of hedges, such as "likely" and "perhaps," created additional uncertainty and undermined arguments, while the lack of hedges, such as "might," diminished the depth of statements. Similarly, the misuse of boosters, such as "certainly," made assertions appear subjective and less believable, while the absence of boosters, like "clearly" and "in fact," reduced the clarity and forcefulness of arguments. Transition markers were also problematic; the redundant use of "furthermore" and incorrect use of "however" disrupted the logical flow and failed to convey contrasts accurately, as specified in Hyland's (2005) model. The lack of causal transitions such as "thus" and "therefore" weakened the logical links between ideas. Furthermore, the absence of frame markers such as "to sum up" or "in conclusion" led to a lack of structural clarity, making it difficult for readers to follow the main argument. The absence of code glosses (e.g., "namely," "for example") further hampered reader comprehension by neglecting to clarify or elaborate on essential topics.

5.2 Conclusion

To conclude, it can be said that I focused on finding frequency differences in the utilization of metadiscourse markers in linguistics and literature research proposals at NUML Islamabad. I found that the employment of metadiscourse markers differs between these two fields. The use of metadiscourse markers was more common in literature synopses in contrast to linguistics synopses. The frequency of interactive metadiscourse markers in literature was 6,626. However, in linguistics, it was 5255. In contrast, the frequency of interactional types of metadiscourse markers was 1,263,

while in linguistics, it was 785. These figures clearly illustrate the difference. I have used textual samples to show why specific metadiscourse indicators are more common in one discipline than in another.

The analysis reveals that the higher frequency of markers in literature compared to linguistics is largely due to disciplinary conventions, which influence how writers in each field structure their texts and communicate effectively. The primary research question regarding frequency differences in both disciplines was addressed. Furthermore, I performed a thematic analysis of metadiscourse markers in research proposals from both disciplines. The analysis drew on examples from linguistics and literature proposals to demonstrate how the presence or absence of these markers impacts coherence, cohesiveness, and argument presentation.

Furthermore, the study explains why literature suggestions have stronger argumentation, greater cohesion, and improved coherence than those in linguistics. I discovered that the increased use of markers in literature research proposals enhances coherence and cohesion within the text. However, in linguistics research proposals, there was less coherence and cohesion due to the less use of metadiscourse markers. Consequently, the thesis's secondary goal and question were addressed. Lastly, I concentrated on how both areas' research plans misused metadiscourse indicators.

Furthermore, I have developed various themes to illustrate the improper use of markers and their impact on coherence and argument presentation in research proposals.

Additionally, I have highlighted those sentences in which metadiscourse markers were not utilized. The analysis of these sentences indicated that the reduced use of these markers within the text impacted its argument structure and cohesion. Therefore, I included such markers in the text to demonstrate how they strengthen argument structure and enhance sentence coherence and cohesiveness when used within the sentence. Lastly, I have offered some suggestions for educators and future researchers, as well as for teachers, keeping in mind the results and analysis of the study. I have provided some suggestions regarding the teaching of metadiscourse markers and their role in enhancing coherence, cohesion, and argument strengthening within the text. My study is important because it uses a mixed-methods approach to examine how metadiscourse markers are applied in literature and linguistics research proposals, offering valuable insights across disciplines. It emphasizes disparities in

marker usage between the two fields, as well as gaps and obstacles that students have in efficiently utilizing these markers. The findings have practical implications for students and scholars seeking to enhance their writing, as well as guidance for educators teaching metadiscourse tactics that improve coherence, cohesiveness, and argument presentation. Furthermore, the study lays the groundwork for future research into the causes of these disciplinary distinctions and their effects on effective academic communication.

5.3 Recommendations

5.3.1 Integrating Meta Discourse Instruction

Educators should make a point of explicitly teaching metadiscourse markers, including transition words, frame markers, and engagement devices, as these elements enhance coherence, cohesion, and the strength of arguments in academic writing. The second portion of my research, which looks at how markers are used in various fields, supports this instructional suggestion. For example, Example 5, under the theme "Discourse Markers Enhance Coherence in Literature, but Their Scarcity Disrupts Coherence in Linguistics," emphasizes the significant role of the transition marker "furthermore" in establishing coherence and cohesion. Conversely, Example 6 from the field of linguistics shows how the lack of such markers can detrimentally impact textual coherence and cohesion. Moreover, Example 1 illustrates how self-mention markers can bolster argument presentation, while the function of engagement markers is evident in the examples listed in Table 4.1.1.4. Collectively, these findings highlight the importance of teaching and practicing metadiscourse markers to improve academic writing proficiency.

5.3.2 Disciplinary Writing Awareness

Educators can utilize the research findings listed in the analysis portion, specifically the frequency analysis of markers in the literature and linguistics disciplines. Students in both groups become more familiar with strategic writing by analyzing the frequency of markers in tables and the examples provided for each marker.

5.3.3 Differences in the Use of Markers in Linguistics and Literature

The table illustrates how common hedges, self-mentioned, engaged, and endophoric hedge indicators are in the literature.Nonetheless, code glosses and frame markers are common in many linguistics tables.All of this indicates that frequency disparities are caused by disciplinary differences, and my research has shown that teachers can assist students in using appropriate markers depending on the type of discipline.

5.3.4 Practice through Comparative Analysis

Students will be better able to understand the effects of marker presence or absence and acquire helpful writing strategies if comparison exercises are incorporated into the curriculum. These activities involve students analyzing and reflecting on examples from both literature and Linguistics. According to my research, the part of the analysis that primarily consists of headings comparing the use of markers in an example can help students with this kind of task.

5.3.5 Marker-Focused Feedback

In order to improve argument structure and coherence, teachers might give students targeted feedback on their drafts that focuses on the choice and usage of metadiscourse markers. In my study, the analysis section focused on the improper use of markers for coherence and cohesion in each discipline's research proposal. Examples were then included in the text to illustrate how using these markers can enhance coherence and cohesion within the text.

5.3.6 Recommendations for Further Research

Future scholars should look at the frequency and use of metadiscourse markers in various subfields of linguistics (e.g., psycholinguistics, applied linguistics, sociolinguistics) and literature (e.g., drama, poetry, prose). This analysis can show how the use of these markers is influenced by disciplinary traditions. Furthermore,

examining how metadiscourse markers have changed over time within certain subfields may offer important insights into shifting academic practices and conventions.

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APPENDICES

Qualitative Analysis of Metadiscourse Markers in Literature and Linguistics Research Proposals.

Example

Might

He gives an example of an actor who in the past, people might perceive an actor as a coward if he fastens his seat belt while driving.

Example

The interview data might provide insight into how and in what ways English linguistics.

Imperialism is evident in the perception of the educated Pakistani population.

Inappropriate Use of Possible Marker

Example

Possible

What the research concentrates on in Shukla's text is how the major character's activity of his recurring interaction with the internet or social media for creating the information, though imaginative, is occupying him, removing him, thus, from the actual world, making it possible for him to decide the possible present personality of another human being.

Inappropriate Use of Perhaps Within the Text

Example

Kamala attends a weekly youth lecture led by Shiekh (teacher) Abdullah and is sent to him for guidance by her father after her second night out after curfew due to her missions as Ms.Marvel. Muslim views on clothing, food, and morality are addressed at several points in the text. primarily in the form of Kamala's inner dialogue, as points of both differences and comfort for Kamala. Perhaps most importantly, it is a saying from the Quran that spurs Kamala to save her &quote classmate Zoe from drowning shortly after she receives her powers. "Whoever kills one person, it is as if he has killed all of

Mankind, and whoever saves one person, it is as if he has saved all of mankind & quote; (Issue #2, pg. 8). Kamala goes on to explain her interpretation of the ayah (verse): &quote; No matter how bad it gets... there are always people who rush in to help... [and] they are blessed (Issue #22, pgs. 89). &#39.

Inappropriate Use of Likely Within the Text
Example

An evaluation of the study conducted by Teplitsky (1969) suggests that the problem is not new.In 1969, Teplitsky published a list of ten look-alike or sound-alike drug names in the Journal of the American Medical Association. Furthermore, as the number of drugs on the market increases, the problem will likely grow. So, healthcare practitioners need to be aware of the role drug names play a role in causing medication errors.

The text has been taken from topic 18.

Qualitative Analysis of Boosters Inappropriate Use
Example

Writing causes several difficulties for learners since it is a very challenging skill. Writing can take many different forms, including narrative, argumentative, report, exposition, and descriptive paragraphs (etc.). For the second language learners of English, writing is certainly imperative as They need to write their academic writings in English, which is usually a challenging and daunting task for them.

Incorporating Missing Boosters
Example

The previous research studies suggest that corpus-assisted critical discourse analysis is an appropriate methodology for analyzing newspaper discourse.

Example

The studies conducted by various researchers show that media discourse analysis is an important area of research in the field of linguistics. The interview data might provide insight into how and in what ways English linguistic Imperialism is evident in the perception of the educated Pakistani population.

Qualitative Analysis of Inappropriate Use of Engagement Marker
Example

Mohanty does not categorize the western feminists as monolithic, but she contests only the totalizing tendencies of the western feminists that marginalize and consider the non-western as the other.

Qualitative Analysis of Inaddition Meta Discourse Markers
Example

Some researchers have tried to differentiate between good and bad environmental practices in a society. In "Mapping the Contours of the Future: An Ecosophical Explication of the Elements of Good and Bad Anthropocene in Kim Stanley Robinson The Ministry for the Future. The researcher looks for examples of good and bad Anthropocene for an ecosophical understanding. He argues that this differentiation is important to create a healthy bond between nature and the human race, meaning harmful practices must be discontinued because the bad Anthropocene has created inequality in society and damaged the ecosystem. This, however, can be mitigated by an ecosophical approach and proposes to have alternative ecological, political, and social policies(Patra). In addition, another researcher argues about the relationship between financialization andclimate change in New York.

Incorporating Missing Meta Discourse Markers Within the Text
Example

I will analyze how these writers and narratives respond to the challenges of the post-human condition and how they use science fiction as a means of exploring and imagining new dystopian regimes in the near and far future. The theoretical underpinnings will provide me with the opportunity to analyze the post-secular... sci-fi narratives. I intend to focus on AI as a means for desi worlding in dystopia.

Incorporating, Therefore, Transition Markers Within the Text

In the second line of the second paragraph, the discourse marker therefore is missing. The sentence should be. Therefore, I intend to use AI as a model. Therefore, metadiscourse markers used make the argument stronger.

Example

My research methodology will involve discourse analysis and textual analysis with some of the primary narratives being visual and textual. These methods will assist me... narrative. The research approaches, especially discourse analysis and textual analysis... appropriate for the scope of the study.

Example

Posthumanism is a cultural, intellectual, and philosophical movement that challenges and tries to go beyond the traditional notions of humanism. Posthumanism questions this anthropocentric view of humans as superior to other forms of life and the center of human consciousness, rationality and distinctiveness. Posthumanism questions the nature of consciousness... human cognition. This point of view allows for the investigation of nonhuman or machine consciousness... or the development of artificial intelligence. This hybridity calls into question the traditional humanist emphasis on the singularity of human experience and intellect.

Qualitative Analysis Improper Use of However Within the Text
Example

The current chapter, however, discusses the approach method and theoretical framework.

Example

The data for this research will be collected from online websites like Musixmatch, LyricFind, and YouTube channels such as Mujeb Sekandar, Musafar DVDs, Ahmad Production, Bangla Natakk, and so on. The study will be based on non-random sampling, specifically purposive sampling, to collect data from two different languages. Fifteen songs from the Pashto language and fifteen songs from the English language selected between 2020 and 2023, will be chosen.

Qualitative Analysis of Improper Use of However Within the Text
Example

Climate change is a critical worry for the world, including Pakistan, and all media sources, particularly the official ones, are taking it seriously. Climate change is not a top issue for editorial cartoonists in Pakistan. Climate change, on the other hand,

is altering mindsets. Nowadays, no prior training is necessary. Most cartoonists working on the topic have a limited understanding of environmental processes and ongoing developments.

Example

Pahari, a language spoken in AJK, has a genetic affiliation to Indo-Aryan languages. It is used as a dialect of Pahari. The reason for choosing this dialect is that it is spoken by the largest community concentrated in the area—AJK. The current study aims at finding deictic expressions used in the Poonchi dialect of the Pahari language, a regional language spoken in the region of Bagh of Azad Jammu and Kashmir. Every language has deictic expressions. It may be useful to draw a comparison between deictic expressions of two languages, i.e., Pahari and English. Therefore, the concern of this study is to observe how English and Pahari languages display their respective deictic properties. The deictic expressions of both languages will be examined semantically(literal meaning) as well as pragmatically (contextual meaning).

Qualitative Analysis of Furthermore

The study is an attempt to identify EFL Pakistani students' and teachers' conceptions of the importance of AV translation (dubbing, subtitling) as a language learning strategy. Furthermore, It can complement traditional teaching methods and increase the variety of EFL learning strategies options. In this regard, the use of technology by actively applying AVT techniques will become a good technique for teachers and students of teaching English as a foreign language. Furthermore, this study would help students at the elementary level to develop better language production skills. It would be beneficial for students to make good use of the audiovisual element. In the classroom, L2 teaching can be developed in different ways.

Example

To achieve my research objectives, I will engage in close reading of the works of Pakistani artists who are exploring posthuman themes in their works.

Example

All these excerpts from the selected novels highlight the instances of violence meted out against the common masses who were being harassed, tortured, and wronged by the colonial masters and their agents.

Example

These studies do not explore the said works through Mbembe's ideas of necropolitics or Fanon theory of violence and merely present the general discussion of the stories. Although Necropolitics has been employed to study the geopolitical condition of Palestine; this aspect has not yet been explored in Palestinian fiction.

Comparative Analysis of Meta Discourse Markers in Literature and Linguistics Research Proposals

Literature

Example 1

Because of the subjective nature of the qualitative analysis, <u>I</u> will be able to add voice to the overall argument of my thesis.

Example 2

My intervention in this study is that government and corporate sectors use privacy as a tool for collecting user information.

Example 3

Furthermore, several researchers have touched on one or the other works such as Dr.Rabia Amir whose articles have mentioned Basharat Peer (84) but her ground and perspective are different, while Mazhar Abbas and his colleagues have commented upon the rhetorics of Basharat Peer and Rahul Pandita (354-355) on Indigenous Kashmiri semiotics (565) when critiquing a short story of Shahnaz Bashir such as his novel, as mentioned earlier. However, the only commonality is Kashmir, violence and resistance, and expression of the emotional state of the Kashmiris.

Linguistics

Example 4

The data for this research will be collected from online websites like Musixmatch, and LyricFind, and YouTube channels such as Mujeb Sekandar, Musafar DVDs, Ahmad Production, Bangla Natakk, and so on.

The study will be based on non-random sampling, specifically purposive sampling, to collect data from two different languages. Fifteen songs from the Pashto language and fifteen songs from the English language selected between 2020 and 2023, will be chosen.

Literature

Example 5

There are utopias and dystopias. According to Foucault, utopias are ideal sites and have no relation with real spaces. On the other hand, dystopias are the total annihilation of society which is not possible as long as the world exists as societies keep on evolving and re-forming.

Linguistics

Example 6

Pahari, a language spoken in AJK, has a genetic affiliation to Indo-Aryan languages. It is used as a dialect of Pahari. The reason for choosing this dialect is that it is spoken by the largest community concentrated in the area - AJK. The current study aims at finding deictic expressions used in the Poonchi dialect of Pahari language, a regional language spoken in the region Bagh of Azad Jammu and Kashmir. Every language has deictic expressions. It may be useful to draw a comparison between deictic expressions of two languages i.e. Pahari and English. Therefore, the concern of this study is to observe how English and Pahari languages display their respective deictic properties. The deictic expressions of both languages will be examined semantically (literal meaning) as well as pragmatically (contextual meaning)."

Linguistics

Example 7

This research adds to the current literature and model by showing how certain ideologies may be constructed via various media modes and how these ideological

constructs can result in divergent opinions. The present research adds to the visual analysis of media discourse, such as newspapers, particularly the portion devoted to 6 cartoon strips, by examining chosen cartoons published in a particular location. In sum, this work helps illuminate ecological challenges and demonstrates how words in conjunction with pictures can impart meaning and be persuasive and influential. Language, ecology, and society are interconnected and influence language users' cognitive capacities.

Linguistics

Example 8

This research adds to the current literature and model by showing how certain ideologies may be constructed via various media modes and how these ideological constructs can result in divergent opinions. The present research adds to the visual analysis of media discourse, such as newspapers, particularly the portion devoted to 6 cartoon strips, by examining chosen cartoons published in a particular location. In sum, this work helps illuminate ecological challenges and demonstrates how words in conjunction with pictures can impart meaning and be persuasive and influential. Language, ecology, and society are interconnected and influence language users' cognitive capacities.

Literature

Example 9

Since the primary texts are graphic novels, the multimodal nature of the primary texts demands a multimodal method of analysis. Thus, this study utilizes the MIultimodal Method of Discourse Analysis (MMDA) devised by Kress and Van Leeuwen.

Linguistics

Example 10

My research methodology will involve discourse analysis and textual analysis with some of the primary narratives being visual and textual. These methods will assist in the interpretation of my primary narrative.

Linguistics Research Proposals

1. Analyzing Speech Patterns of Psychopathic Serial Killers: A forensic psycholinguistics approach to deception detection

2. Assessing Linguistic Complexity in Elementary and Secondary English Textbooks: An SFL Perspective

3. Representation of Women in Pashto and English Songs: A Feminist Stylistic Analysis

4. Depiction of Afghan peace process through semantic prosody: a corpus-based critical study of print media discourse

5. Authors' engagement in the crime reports of Pakistani newspapers: a linguistic analysis via appraisal theory

6. The Dialectic System of Pahari and English Language: a Semantic, Pragmatic Prosody

7. English As A Lingua Frankenstein: an investigation of linguistic imperialism in Pakistan

8. Language of conflict: a corpus-based study of semantic prosody in print media discourse on the Russian-Ukrainian conflict

9. Unmasking the illusion: Analyzing Linguistic Frames in True Crime Documentaries and their role in the Romanticization of Serial Killers

10. A corpus-assisted study of cohesion patterns of academic discourse in fss at NUML

11. A Dialectical Ecolinguistic study of selected cartoon strips in pakistani english newspaper

12. Deciphering visuals as a language of civil protests A multimodal analysis of mahsa amini womens protests.

13. A Stylistic Analysis of Proverbs in Balti and English Language

14. Pragmatics and Syntactic Functions of the ESL Undergraduate Discursive Practices in Bilingual Context: An Ethnographic Study

15. Loan Words in Khowar: An Optimality Analysis of Phonological Adaptation of English Loan Words in Khowar

16. Digital Identity Construction of Linkedin Users: An Analytical Study of Discursive Practices

17. Word Formation Processes in Trade Naming: A Comparative Study of National and Multinational Pharmaceutical companies in Pakistan

18. Linguistic and visual representation of pakistan culture inamerican visual narratives: A Social Semotics Analysis of MS.Marvel Webseries

19. Ecolinguistics Disscursivities for a Green Pakistan in Single National Curriculum

20. Exoneration and Nominalization in Power Politics: A Corpus-Assisted Discourse Study of us Reports on the Afghan War

21. An Exploration of Metadiscourse Markers in Medical Research Articles on Covid-19: A Corpus-Based Study

22. Social Semotics of Pakistani Content Websites: A Translingual Perspective

23. Gendered violence and hegemonic masculinity: a Foucauldian and Bakhtinian critique of Elena Ferrante's my brilliant friend and the Story of a New Name

24. Nurturing Critical Thinking Skills in Early Years ESL Classrooms Perceptions, Practices and Challenges for Teachers in Pakistan

25. Language Choices and the Linguistic Landscape of Khyber Pakhtunkhwa: A Social Semiotic Analysis of Public Signs

26. Evaluating US-Based Macrostrategic Training of English Teachers A Study of ESL Pedagogical Practices in Pakistan

27. Grammatical Metaphor in Academic Writing of Undergraduate Students of English: A Corpus-Assisted Case Study

28. Representation of Rape Crimes in Pakistani English Newspapers: A Framing Analysis

29. A comparative analysis of metadiscourse markers in Pakistani and American journals of English language: A corpus-based study

30. A pragmatic analysis of news editorials in the Dawn and the New York Times covering the Afghan

Literature Research Proposals

1. Emotive Perspective under Para colonialism: A Study of the Judgment of Value in Farah Bashir's Rumours of Spring and Feroz Rather's The Night of Broken Glass

2. Blurring the artistic boundaries between music and literature: an explorative study of selected English songs from Pakistan

3. Beyond Flesh and Blood: human-humanoid Relationships and the Posthuman Turn in Selected Contemporary Science Fiction

4. Gender and patriarchal nationalism: a critique of Khmer American identity in Anthony Veasna's short fiction

5. Post-Panopticon and Right to the City: A Study of Selected European Graphic Novels

6. Ecological rift and transformative environmentalism: a comparative analysis of Gosh and Robinson's cli-fi from an ecocritical perspective

7. Heterotopia, agency, and the embodied spaces: a new materialist reading of Thomas Mann's Magic Mountain and Muhammad Hanif's Our Lady of Alice Bhatti

8. Deterritorializing the space of the State: the postmodern study of Macropolitics in teju cole's Open City and joseph O'Neil's the Netherlands

9. " A cacophony of voices": an inclusive urban perspective on contemporary Pakistani fiction

10. Interrogating the colonial violence: a study of Mirza Waheed's The Book of Gold Leaves and Feroz Rather's The Night of Broken Glass

11. Intimate mobilities and acculturation in transnational space: an analysis of selected Western women's memoirs of marriage and migration

12. Islam/Muslims in American literary consciousness: a critique of pearl Abraham's american taliban and don delillo's falling man

13. Islamic postcolonialism: representation of Islam and the Muslims of Dagestan in Alisa Ganieva's selected works by Shehla Ra

14. Living in the times of augmented reality: a metamodernist and pseudo-modernist critique of selected contemporary British fiction

15. Negotiating identities through food gastronomic approach to South Asian diasporic Literature

16. Black Lives Matterr Movement in Contemporary Afro-American Fiction: Re-Reading The Post Traumatic Slave Syndrome by Hafsah Tariq

17. Remembering home: nostalgia and displacement of identity in barracoon: the story of the last "black cargo" by zora neale hurston

18. Subverting the Monolith: A Postcolonial Feminist Study of Selected Sri Lankan Fiction

19. Survival under occupation: a necropolitical study of the selected Palestinian short stories in English

20. Tracing cultural trauma: a study of selected Kashmiri fictional narratives by kinza Masood

21. Managing spatial Multitudes; A Study of Restrictiveness and Third Space in Selected Kashmiri Prison Memoirs

22. Meditation and Cohesion in South Asia: An Analysis of Togeres Home and the World and Munaweeras Island of Thousand Mirrors

23. The Privacy Paradox and the Questions of Agency: A Study of Surveillance Capitalism in McNamees Zucked: Waking up To the Facebook Catastrophe and Greenwald No Place to Hide

24. Hyperreality and Stimulation Universe: A Technological Dystopian Representation of covid-19 burnt coat by Sarah hall and Wish You Were Here by Jodi Picoult

25. Spatial Politics of dominance and appropriation in Karachi vice by Samira shackle and a fine balance by Rohinton ministry

26. Tracing contested Territories in protest poetry: A cultural Analysis of selected protest poets

27. Imagineering dystopia the becoming of artificial intelligence in the selected Pakistani sci-fi narratives

28. Reimaging the worlds of Recovery, a case study of embodied psycho-spiritual post-traumatic Growth in selected Muslim narratives

29. "Search for Meaning" And Logotherapy: An Analysis of Dita Kraus' A Delayed Life: The True Story Of The Librarian Of auschwitz and diane cook's the new wilderness

30. phantasm and haunting in neo-slave narratives: a study of natashia deon's grace and latanya mcqueen's when the reckoning comes