



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.  
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475*

RFC: AT1120618V12

**Revista Dilemas Contemporáneos: Educación, Política y Valores.**

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

**Año: VI**

**Número: Edición Especial**

**Artículo no.:45**

**Período: Agosto, 2019.**

**TÍTULO:** Marcadores de compromiso en editoriales de periódicos pakistaníes en inglés: un estudio basado en corpus.

**AUTORES:**

1. PhD. Ali Raza Siddique.
2. M.Phil. Muhammad Aqeel.
3. M.Phil. Muhammad Imran.

**RESUMEN:** Este estudio analiza e interpreta los marcadores de compromiso (EM) como características del metadiscurso en cuatro periódicos paquistaníes en inglés. Para este propósito, propone un nuevo modelo de marcadores de compromiso como el metadiscurso a partir de los modelos existentes. El modelo propuesto se ha clasificado en expresiones inclusivas, personalización, expresión de preguntas de direcciones de los lectores, pasajes, anécdotas y comentarios. Se ha propuesto una lista detallada de marcadores de compromiso. Los resultados de este estudio revelaron que el corpus de The Frontier usaba marcadores de compromiso excesivos en comparación con otros cuerpos: The News, Dawn News y The Express Tribune. En conclusión, el corpus de The Frontier es más fácil de leer debido al uso excesivo de marcadores de compromiso.

**PALABRAS CLAVES:** marcadores de compromiso, interaccionales, metadiscurso, editoriales de periódicos.

**TITLE:** Engagement Markers in Pakistani English Newspaper Editorials: A Corpus-Based Study.

**AUTHORS:**

1. PhD. Ali Raza Siddique.
2. M.Phil. Muhammad Aqeel.
3. M.Phil. Muhammad Imran.

**ABSTRACT:** This study analyses and interprets engagement markers (EM) as metadiscourse features in four Pakistani English newspapers. For this purpose, it proposes a new model on engagement markers (EM) as metadiscourse from the existing models. The proposed model has been classified into inclusive expressions, personalization, expression of reader-address questions, asides, and anecdote and saying. A detailed list of engagement markers (EM) has been proposed. The results of this study revealed that the corpus of The Frontier (TF) used excessive engagement markers as compared to the other corpora: The News (TN), Dawn News (DN) and The Express Tribune (TET). Conclusively, the corpus of The Frontier (TF) is more reader friendly because of the excessive use of engagement markers (EM).

**KEY WORDS:** Engagement markers, interactional, metadiscourse, newspaper editorials.

**INTRODUCTION.**

The present study deals a sub-category of Interactional metadiscourse: Engagement markers. The said category demands a qualitative and a quantitative approach. The former approach is considered as *Interpersonal metadiscourse* in order to develop a classification of metadiscourse applicable to PENE. The latter approach is considered comparing the frequency of outcomes of *Interpersonal metadiscourse* especially in PENE. There are several important areas where this study makes an original contribution to metadiscourse. The following areas are given below.

The study presented one of the first investigations to explore frequencies of MFs using newly proposed techniques out of PENE. In addition, the quantitative element of this research contains comparisons on the basis of similarities and differences keeping in view frequency of propositional and non-propositional functions that are interactive and interactional metadiscourse in PENE. Moreover, for this study 1000 editorials (250 from each newspaper: DN, TN, TF and TET) have been chosen. As per time period is concerned, in order to ensure that diachronic changes do not affect the selected editorials, only NEs published in the period between two months of 2016 (March and April) have been considered.

The qualitative components of this work are both text- and theory-driven. This study follows the text-driven approach that suggests a revised classification that considers the forms of ‘Interpersonal metadiscourse’ identified in the said corpora. The newly developed categories are discussed in detail and illustrated with the help of instances from PENE. This study is also theory-driven because it emphasizes on the prior researches of metadiscourse and tries to display the problems which raised in this area. This research study on ‘Interpersonal metadiscourse’, contains some hurdles due to the fuzzy view about this concept and even the variety of devices that can be accounted under this category.

The current study has actually studied past works and states two major problems: to differentiate the propositional out of non-propositional material, which is, in fact, the important problem in studies of metadiscourse, and also overlapping distributions of ‘Interpersonal metadiscourse’. This research needs attempting to offer a clearer image of propositional and non-propositional content by creating some boundaries for distinguishing the two. On both the quantitative and qualitative levels the present study was conducted to probe into the following speculated research questions:

- 1) What are the frequencies of metadiscourse markers in PENE?
- 2) What are the functions of metadiscourse markers in PENE?

- 3) What are the similarities and differences of MFs among the national editorials of Pakistan: DN, TET, TF, and TN?

## **DEVELOPMENT.**

### **Literature review.**

#### ***Metadiscourse analysis of newspaper editorials.***

The study of *Linguistics* is the variation of language, comprising morphology, phonetics, syntax, sociolinguistics, semantics, and pragmatics. The concern of Linguists in discourse from past years is ‘progressively fluctuating from the traditional focus on ideational dimension of texts and speech to the ways they function interpersonally’ (Hyland, 2004). Since the evolution of metadiscourse in 1959, many research studies were conducted on MFs such as ideational, interpersonal, interactional, interactive, and textual. A number of further researches were conducted on the subcategories of MFs such as MMs, transition markers, and interactional and interpersonal markers. Those studies which results were based on the frequencies and the functions supposed to come ahead.

In previous metadiscourse studies, different variables were found to be related to MFs, Kuhl and Mojood (2012), conducted a contrastive study of metadiscourse, focused on cross-linguistic study and generic conventions in English and Persian editorials. 60 newspaper editorials were non-randomly selected from January to February 2012. The results of the research were of both English and Persian editorials contained more interactional resources (64.61% & 61.83%, respectively) than interactive resources (35.39% & 38.17%, respectively). The English editorials with 72.6 per thousand-word frequency of interactional features were greater than the Persian editorials. The Persian editorials were having more interactive features than the English editorials. This mentioned study was based on frequency which brought us to the research question no. 1.

In order to observe the individual linguistic features, according to Nabifar and Shenasi (2014), the features were observed in the comparative investigation of interpersonal metadiscourse used by American and Iranian editors in English newspapers, 20 editorial sections were taken in Iran. The results were as in the editorial section written by native speakers of English, hedges were seen the most repeated category of interpersonal markers, followed by the category of attitude markers, engagement markers, boosters, and finally self-mentions.

With regard to editorial sections written by non-native speakers, engagement markers were the most numerous interactional MMs and hedges were the second most frequent marker for this group, followed by emphatic, self-mentions and attitude markers.

***Supporting studies to the proposed model.***

In the development of the new model, a detail of the following researches has helped in this research. The developed model has been discussed as per Hyland's (2005) model 'Interpersonal metadiscourse'. The following studies have been enlisted ahead.

A further research on *attitude markers* as an interactional feature was accomplished by Kindiki (2009) in Kenya on the pragmatic functions of attitude markers of the analysis of Kiitharka's language, Bantu. The role of *attitude markers* as centrality was observed in communication. The researcher figured *attitude markers* under the names of: discourse/speech modifiers, discourse particles, pragmatic particles or discourse operator pragmatic markers.

Similarly, Blagojevic (2009) conducted a research work on the use of *attitude markers* in discipline of academic research articles. He studied Serbian and English research articles of various disciplines such as sociology, social psychology and philosophy. He discussed the distribution of attitude markers in the following way:

- a) Adverbs and adverbial phrases functioning as sentence adverbials – disjuncts.
- b) Verb-modifying adverbs functioning as subjuncts – intensifiers.

- c) Adjectives functioning as subjective complement in sentences with expletive 'it'.
- d) Adjectives functioning as pronominal modifiers.
- e) Modal verbs expressing obligation.
- f) Nouns of specific semantic content. He examined the results of contrastive study and extracted a conclusion.

The results noted that the higher number of frequency of MMs was seen in Serbian research articles which meant that these authors more readily expressed their attitudes than their English colleagues. The distribution of attitude markers was considered in the proposed model by the current study.

In addition to the *attitude markers*, Negahdari (2009) disclosed the distribution of *attitude markers* that was included in developed model. The researcher presented the six types of attitude markers:

- a) Adverbial phrases and adverbs functioning as sentence adverbials – disjuncts.
- b) Verb-modifying adverbs functioning as subjuncts – intensifiers.
- c) Adjectives functioning as subjective complement in sentences with expletive 'it'.
- d) Adjectives functioning as pronominal modifiers.
- e) Modal verbs expressing obligation.
- f) Nouns of specific semantic content (Blagojević, 2009).

#### **Listing of models for developing a new model.**

For the current study, the researcher summed up multiple distributions of MFs which specifically were established by the researchers in their previous studies. The researcher figured out all of them as a parameter for analysis of the data. The detail has been above mentioned and the ultimate crux in the form of precise way given below:

Table 1. Engagement Markers.

<b>Engagement markers:</b> (Hyland 2005a & 2005b, p. 177)	Reader Pronouns	you, the reader, your	
	Directives	Textual act	Compare, note, think about, consider, contrast, notice, note that
		Physical act	
		Cognitive act	
	Personal aside	Additional information in brackets	
	Appeal to shared Knowledge	We have recognized, as we have seen, we have said	
Questions	?		
<b>Engagement Markers:</b> (Oskour, 2011)	Inclusive Expressions	we, our (refer to third party), us	
	Personalization	I, we (followed by verbs such as <i>believe or agree</i> )	
	Expression of reader-address	You, the reader	
	Questions	But does it really have originality?	
	Asides	(but by no means highly paid)	
	Anecdotes		
	Sayings	Inverted commas	Holding the public to ransom
	Repetition		

**Methodology.*****Proposed model for this study.***

In order to cover qualitative component of the present research, after examining the list of models the present model was devised in order to cover major categories and all sub-categories of MFs. In this connection, this study proposed a new model for metadiscourse analysis that dealt: Interactive and Interactional category. The proposed model covered an extensive and maximum feature of metadiscourse for the analysis purpose (see below).

Table 2. Proposed model for this study.

<b>Interactional Metadiscourse</b>	Engagement Markers	Inclusive Expressions
		Personalization
		Expression of reader-address
		Questions
		Asides
		Anecdotes and saying

Formation of list of Metadiscourse markers.

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

Table 3. Formation of final lists of Metadiscourse Markers.

<b>Categories</b>	<b>Subcategories</b>	<b>Textinspector.com</b>	<b>Ken Hyland's Book</b>	<b>Merged Markers</b>
Interactional Markers	Engagement Markers	21	79	86

The final column of merged markers was developed by removing duplicate markers. The total 86 individual MMs were finalized for the data analysis. The final list was provided for the data analysis. The lists of interactive and interactional categories are given below.



**Proposed Metadiscourse features: Interactional category.**

For the data analysis, this study proposed a new scheme of ‘interactional’ metadiscourse. The actual distribution of individual interactional MFs was proposed. See the list below.

Table 4. Proposed Metadiscoursal features: Interactional category.

<b>Engagement Markers</b>							
(the) reader's	Calculate	Determine	have to	let $x = y$	Note	remember	Suppose
About	Choose	Develop	imagine	let's	Notice	recall	State
Add	Classify	do not	Incidentally	Let's	observe	Review	Show
Allow	Compare	employ	increase	Lets	Order	Regard	think of
Analyse	Connect	Ensure	Input	look at	one's	Recover	turn us
Apply	Consider	estimate	Insert	Must	Our	Remove	think about
Arrange	Consult	evaluate	integrate	Mount	ought	Refer	take a look
Assess	Contrast	Find	Key	measure	picture	Select	take a look
Assume	Define	Follow	Let	Mark	Pay	See	Take as example
You	Your	Us	We	Use	Think	Set	
by the way	Demonstrate	Go	let us	need to	Prepare	Should	

***Development of Corpus.***

In this section, in order to analyze the data the current study developed four corpora as discussed earlier taken from PENE. First of all, after having proposed the framework of the study for analysis of data was made. Then, the development of the corpus was technically organized in a proper way for assisting a new research. The development of corpus of this study is as follows: corpora length and its distribution.

***Corpora Length and its Distribution.***

For the present study, the corpus was of 1000 editorials of Pakistani English newspapers. The following editorials were selected 250 from each PENE: DN, TET, TF and TN. The selected

editorials were examined under the proposed model of metadiscourse which based on interactive and interactional markers.

Keeping in mind the aforementioned variable involved in the writing of the texts, namely topic, altogether a set of 1000 editorials chosen from four well-reputed Pakistani English newspapers. The corpora strength is given in the table below.

Table 5. Corpora Length

<b>No. of Newspapers</b>	<b>Token Words</b>	<b>Type Words</b>
Dawn News	103,596	10,053
The Express Tribune	93,048	9,737
The Frontier	172,878	14,812
The News	103,860	9,633
Total Corpora Length	473,382	44,235

***Developed Expressions of Metadiscourse Features.***

For analysis purposes, this study developed expressions of each metadiscoursal category which processed in software Antconc.3.4.4.0 for having numerical results. The significance of these expressions made a new way for the future researches. In order to have an innovative way, the markers were devised in the form of an expressions and they were used in order to check all required MMs at once. This saved the time of the researcher and kept away from discrepancies during analysis and finding frequencies.

***Procedure of Data Analysis.***

The procedure of data analysis involved the following steps. First, the data was retrieved from online sources (detail mentioned earlier). In order to develop MMs, the software ‘Textinspector.com’ as source was used for developing lists of MFs for the purpose of data analysis. Then, for critical analysis and for minute observation, the corpus was analyzed manually. For the purpose of checking frequencies of metadiscourse devices and the analysis of data, the text processor (Antconc.3.4.4.0, 2014) was used. Then, the items taken to be metadiscourse were

identified and categorized in the texts based on the proposed model of metadiscourse contains the said categories, and the analysis found all MMs which were used most frequently and less frequently in interactive and in interactional categories, but ignored those markers which were not found even a single time in a single file of the corpus.

***Tuning procedure of Metadiscourse Expressions.***

In order to have tuning procedure for finding frequencies, using these self-made expressions in software (Antconc.3.4.4.0, 2014), helped to record all required the frequencies of MMs after going to cluster/N-Grams, keeping minimum frequency 1, minimum range 1 and 2 for convenience, minimum cluster size 1, and maximum cluster size 1 and 2 for convenience in noticing results. As sorted by word, the frequencies were easily countable as results. In the end, few precautions were taken during analysing each corpus, and few words such as ‘state’ and ‘may’ were not accounted for because of disguised form and as an impurity in the data. Lastly, the symbols: ( ) and ‘?’ were not also taken when they came up under ‘inverted commas’ in the data during analysis.

Table 6. Developed Expressions of Metadiscourse Features.

<b>Expression for Engagement Markers</b>	<p>about the reader's allow add apply analyse assess arrange by the way assume choose calculate classify connect compare consult contrast consider define determine demonstrate develop employ do not estimate ensure evaluate follow find have to go incidentally imagine increase input insert integrate key let let x = y let us lets let's mark look at mount measure need to note must observe notice order one's our ought picture pay recall recover prepare regard refer remove remember see review set select show should suppose state take as example take a look think about think turn us think of use us we your you</p>
--	--

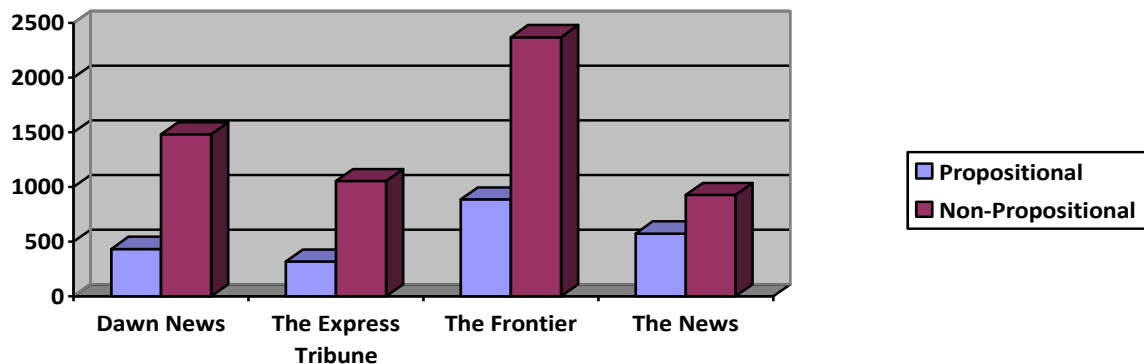
## Results.

The quantitative approach is set to present numerical results in form frequencies of propositional and non-propositional metadiscourse. The second aim of this approach is set to compare the frequencies of propositional and non-propositional metadiscourse on the basis similarities and differences. On the other, the qualitative approach is set to interpret the numerical results functionally. As for as quantitative approach is concerned, the proper distribution of propositional and MMs out of PENE (for example, DN, TN, TET and TF) are presented in table below.

Table 7. Distribution of Frequencies of Interactive and Interactional Markers.

Category	No. of Newspapers	Engagement Markers		Accumulated Markers
		Propositional	Metadiscourse	
Interactional Metadiscourse	Dawn News	435	1480	1915
	The Express Tribune	318	1056	1374
	The Frontier	888	2369	3257
	The News	576	929	1505
	<b>Total</b>	<b>2217</b>	<b>5834</b>	<b>8051</b>

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



## **Discussion.**

The second part, discussion section has given qualitative view. This qualitative view has shown functions of MMs as per interactive and interactional categories. In this section, the proposed individual MFs above have been discussed below. This section has been distributed into interactive and interactional categories and its new proposed metadiscoursal model has been discussed in detail through examples.

## **Engagement Markers.**

The function of engagement markers is addressing readers, taking their attentions selectively, and anticipating their expected problems, considering their presence as participants with the assistance of second personal pronoun, questions forms, asides, and imperatives (Hyland, 2004). In this connection, engagement markers are called ‘Commentary’ (Vande Kopple 2002; Crismore 1993; Milne 2003). Similarly, Hyland (2005) names the term *engagement markers* which is helpful in developing relation between writer and reader. Following Hyland’s term *engagement markers*, this study has used in building relationship between writer and reader.

In case of present study, all sub-components for engagement markers are grouped for the analysis of study. The following sub-components are as follow: 1) inclusive expressions 2) personalization 3) expressions of reader-address 4) questions 5) asides, and 6) anecdotes and sayings. All these subgroups are well defined through examples below:

## **Inclusive Expressions.**

Inclusive expressions are employed in order to include readers in discussion of the editorials. For this, like *we* and *us* can be employed in form of phrases and words to emphasize the writer’s intention or wish for expressing solidarity with so-called readers. The following examples are given below:

- 1) **We** will not give any of them the oxygen of publicity (Express Tribune file no. 235).
- 2) Ramadan reminds **us** to be careful of our duty to the Lord and to the people (Frontier file no. 82).

In above mentioned example (1) where *we* have been used inclusively. It is also showing the writer's wish by saying that he inclusively with the rest of people will not let the public consumed; therefore, it is marked as being an *Inclusive expression*.

Similarly, the use of pronoun *us* can be used inclusively, having included readers in the discussion in mentioned above example (2) where it has been used inclusively by editorialist in order to recall the mutual obligation to remember the religion's instruction as to be careful of our duty to the Lord and to the people. Those cases where *us* has been employed exclusively, and mentioning the writer works or the writer himself in mentioned below instance. So, it is grouped in *Personalization*.

- 3) It is a tragedy because **our** leaders and political parties have no inclination or capacity to hold a serious debate on what is wrong with our system (News file no. 17).

Such example (3), in which '*our*' has been used exclusively, where it refers to a third party, usually political leaders in mentioned above example. Normally, this kind of category is placed in a separate class since it may be a clue of both engagement and attitude. Due to the nature of pronoun '*our*', it is considered as an *engagement markers*. This kind of marker has been used by the writer to criticize our political leaders with the use of pronoun.

### **Personalization.**

The term *Personalization* presents the reference of writers to themselves by using pronoun '*I*' or using exclusive pronoun '*we*' when they are referred to the organization of what they actually belong to. See the mentioned below examples:

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

In example (4), the pronoun 'I' has been used to refer the existence of the writer that has been categorized in personalization. First personal pronoun 'I' is being used to denote personal reference by the writer in which he has shown the disappointment because of the appointees' negligence in their obligation. To be a part of discussion, he has criticized the performance of the appointees who have been elected by the majority of the society. In said example the marker 'I' is considered as metadiscourse.

5) That meeting took place on Monday. And on that same day, **our** Foreign Office relayed its 'concern' over the drone strike to the US ambassador even as President Obama hailed it as "an important milestone" (Dawn News file no. 91).

6) And that is not all. Besides irrigation, Wapda has returned to the FFD with the same answer it gives to any question from any quarter: **we** await the release of funds from the ministry before executing this job (Dawn News file no. 122).

In examples (5) and (6), the editorialists have used pronouns 'our' and 'we' exclusively in order to show the authority, usually the government. The writer has alarmed the authorities by exposing the recent situations in order to realize the current situation. So that the government as authority could take some additional steps for resolving the anticipated severe situations.

In example (5), the writer has used intentionally such marker to highlight the role of the authority what has been affected by the action of the U.S. President. In example (6) the use of pronoun 'we' has been used exclusively referring to the department which is waiting for the funds that have to be released by the government as an authority. In such examples the writer has indirectly excluded himself. This kind of behavior shows the writer's attitude toward the contents. Such markers have been regarded as metadiscourse due to their specific functions as discussed earlier.

### **Expressions of Reader-Address.**

Expressions of reader-address are used to address directly the readers by using markers such as 'you' or 'the reader'. These expressions are also used to address indirectly by using *obligation modals* and *imperatives*. Expressions of reader-address exist in the form of words and phrases that capture attention of the readers on a specific point in case of discussion. These expressions are having a very strong source of exchanging information and persuading readers to accept the ideas of the writer. The following examples are given below.

7) Meanwhile, **one** would completely endorse the opinion of the author of the Overview that, going forward, there is an urgent need to take stock of NAP's progress, and to take course-corrective measures to plug implementation gaps (Express Tribune file no. 121).

8) Statesmen, leaders and other representatives. It is hard to define our sentiments for **you** (The Frontier file no. 103).

In above mentioned examples, the writer has employed such expression one in an instance (7) in which he has put the reference of another author who overviewed stock of NAP's progress. He has excluded himself from the content. In example (8) the writer has used pronoun what is used to address reader but this time, it has been used for the common man who has suffered by the dint of statesmen, leaders and other representativeness. These markers are not regarded as metadiscourse and were used impersonally.

### **Questions.**

Questions can be MFs in order to present an opinion by using interrogative so that the reader acts as a judge, but not to expect any response from them. The use of questions in chosen corpora shows a type of metadiscourse positioning of readers when the writer stances a question only to response quickly, to involve the attentions of the readers and put readers in circle to think.



In work of **Hyland (1999)**, the role of *questions* emphasizes reader-participation, as an engagement marker which comes under the category of relational markers. Similarly, **Hyland (2002b)** focuses on *questions* considering as the strategy of involving through dialogue with excellence, bringing the speaker i.e. interlocutor, and inviting engagement into the field where they are dragged to the writer's viewpoint.

In the same way, **Mile (2008)** regards the term *questions* as a source of keeping relationship with the reader. Precisely, the function of 'questions' is pursuing and addressing readers in the argument with the purpose of focusing the main point. The compulsory thing is taking *questions* in form of both propositional and non-propositional. The instances are discussed below:

9) Although many pixels have been spilled over what Facebook did, with what intent and to what effect, to me, the real question should be what do we want Facebook to be, anyway? Do we want Facebook to act as a news site? It certainly never started out that way? (The Frontier file no. 137)

In example (9), the writer has used *questions* in content to involve readers for expecting feedback indirectly about the use of Facebook. The questions let the readers to think that either Facebook can be a source of news site or not, while presupposing that Facebook never was a news site to begin with. The writer himself has confessed that Facebook was never a news site.

10) There is also a wants-versus-needs challenge. Should you spend money on necessities like "water" and "a place to live," or luxuries like "video games" and "candy"? (The News file no. 233).

In example (10), the writer has used question interpersonally to ask reader that they should either spend money on necessities or on luxuries. This kind of attitude of the writer is very rhetorical by putting this kind question to the readers to decide the way for the welfare of the society. This use of

question in said corpora are regarded as metadiscourse. This category of metadiscourse is categorized under engagement markers.

### **Asides.**

Asides are means which are employed to share a particular message especially by the writers to the readers for establishing a distinct association with them. The function of ‘asides’ is building a relation with reader by the writer. This has been taken as sub-category of “engagement markers”.

Crismore (1989, p. 17) deals asides as metadiscourse device that played an important role in Plautus’ plays. She studies the role of asides ‘make it possible for the audience to become essential participants’. She names asides ‘primary discourse’ and these devices are used in long stretches. The writers use asides to ‘insert implicit dialogues with [their] readers, anticipating their concerns, objections and questions’ (ibid: 4). Hyland (1999) calls this term a source of boosting the participation of the reader. The following instances are given below:

11) Harry Truman famously kept a sign on his desk that read: "The buck stops here" ("**Buck**" is a **disused term for "accountability", not money**) (The Frontier file no. 192).

In above mentioned example, the writer has employed asides in said corpora in order to grab the attention of the readers by keeping them away from the main point indirectly, as in example (11) the writer has shared marginal information to clarify the meanings of ‘buck’. This kind of additional information of rhetoric nature by the help of asides play an important role in better understanding of the readers. This is rather regarded as metadiscourse.

Similarly, the above-mentioned example has in which *Parenthesis* is used to convey additional information in order to inform the readers accurately.

### **Anecdotes and Sayings.**

In the use of anecdotes and sayings as metadiscourse, writers indicate incident(s) that have happened in the past and how they are relating to the present situation(s).

12) Many moons ago, a well-wisher of Pakistan cricket came up with a 'very practical' solution to the challenges of having so many candidates for team captain: **"Make all of them captain. Appoint a major over them"** (Dawn News file no. 104).

13) Skewered by, among others, Hillary Clinton, who railed against **"the secret White House email accounts"** (The Frontier file no. 105).

As above discussed examples, the writer has quoted interpersonally a past statement what appeared by a well-wisher of Pakistan in response to the problems for selection of captain in Pakistan's cricket team. This statement is dedicated to the present situation. This kind of use of anecdotes and sayings is regarded as metadiscourse and sub-categorized under engagement markers.

In the end, all these sub-categories have been counted for in 'Engagement Markers'. The category of engagement markers is majorly categorized under interactional metadiscourse.

### **CONCLUSIONS.**

This study at empirical level has contributed which based on the practical use of the methodical framework to the analysis of editorials constructed in Pakistani English newspapers. The major findings are given: As for as 'Interpersonal metadiscourse' is concerned, all corpora in this study use both interactive and interactional metadiscourse. The results are categorized into the said categories. The findings of the current study actually have dealt Hyland's model (2005), which includes interpersonal metadiscourse and its both interactive and interactional categories. Findings of this study shown that the influential metadiscourse category in editorials genre was interactive category, and the predominant features were sequencing markers, and transitional markers- a subcategories of interactive category.

As for as interactive results are concerned, the analysis is distributed into propositional and non-propositional but the present study focuses on 'metadiscourse analysis', editorialists of 'TF' use comparatively more interactive markers than other three corpora (i.e. DN, TN and TET), but the difference seems significant. The remaining three corpora contain interactive markers with slight difference, but this difference looks insignificant.

The excessive use of interactive markers in 'TF' shows the writer's persuasion, effective communication and effective writing. Expressing results of sub-categories as per interactive metadiscourse, the sub-category 'Code glosses' is the most frequently used in the corpus of 'DN' than other the remaining corpora, the sub-category 'Endophoric markers' is frequently used in the corpus of 'TF', and the sub-category 'Evidential markers' is perceived the most frequent in the corpus of 'TN'. The use of 'Frame markers' as 'Sequence markers' is excessively used by the editorialists of 'The Frontier', the use of 'Frame markers' as 'Label Stages, announce goal and Topic Shifter' is used more slightly in 'TF' than other rest corpora. The last sub-category 'Transition markers' is the most frequent in 'TF'. The use of interactive markers in the said corpora expresses the MFs, effective and the directive for the readers.

Using such MFs, the editorialists organize their discourse efficiently and engage their readers or audience through text. In conclusion of interactive results, 'TF' uses more MMs than other corpora, on the other hand, the second most use of MFs is seen in 'DN', and the remaining two corpora have more less MFs.

In addition to interactive results, the editorialists also use propositionally. This use of excessive markers as propositional in the text shows writer's unconsciousness regarding the matter what they have conveyed. These interpersonal markers are considered as metadiscourse devices.

As interactional results reveal, the analysis is distributed into propositional and non-propositional but the current study highlights on 'metadiscourse' analysis, the practice of 'Self-mention' markers is frequently used in 'TF', the sub-category 'Engagement markers' is conceived frequently in 'TF', the use of 'Certainty markers' as 'Emphatic markers' is frequently used in 'TF', the sub-category 'Attitude markers' is slightly used in 'TF' rather than other remaining corpora, and the sub-category 'Uncertainty markers' is excessively employed in 'TF'. The most frequent use of sub-categories in the chosen corpora reveals the attitude of editorialists who engage their readers or audience interpersonally. The editorialists guide the readers personally with readers or audience.

More precisely, the major category 'Interactional markers' contains the higher outcomes of 'MFs' in the editorials of 'TF', but the 'interactional' features are less perceived in the remaining corpora (i.e. DN, TN, TET). Conclusively, the corpus of The Frontier (TF) is more reader friendly because of the excessive use of engagement markers (EM).

#### **BIBLIOGRAPHIC REFERENCES.**

- 1) Blagojevic, S. (2009). Expressing Attitudes in Academic Research Articles Written by English and Serbian Authors. *FACTA UNIVERSITATIS-Linguistics and Literature*, 7(1), 63-73.
- 2) Crismore, A. (1983). *Metadiscourse: What it is and how it is used in School and Non-school Social Science Texts*. Center for the Study of Reading Technical Report, 273. University of Illinois.
- 3) Crismore, A. (1989). *Talking with Readers: Metadiscourse as Rhetorical Act*. NY: Peter Lang Publishers.
- 4) Hyland, K. (1999). Talking to Students: Metadiscourse in Introductory Course Books. *English for Specific Purposes*, 18(1), 3-26.
- 5) Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of pragmatics*, 34(8), 1091-1112.

- 6) Hyland, K. (2004). *Disciplinary discourses*, Michigan classics ed.: Social interactions in academic writing. University of Michigan Press.
- 7) Hyland, K. (2005). *Metadiscourse: Exploring Interaction in Writing*. London, NY: Continuum.
- 8) Hyland, K. (2005a). *A Convincing Argument: Corpus Analysis and Academic*
- 9) *Persuasion*. In Connor, U., & Upton, T. *Discourse in the Professions: Perspectives from Corpus Linguistics*. Amsterdam: John Benjamins.
- 10) Hyland, K. (2005b). *Representing Readers in Writing; Students and Experts Practices*.
- 11) *Linguistics and Education*, 16, 363-377. <http://dx.doi.org/10.1016/j.linged.2006.05.002>.
- 12) Kuhi, D., Mojood, M., & Branch, M. (2012). *A Contrastive Study of Metadiscourse in English and Persian Editorials*. *The Journal of Applied Linguistics*, 5(1), 137-162.
- 13) Kindiki, S. K. (2008). *Pragmatic Functions of Attitude Markers in Kîtharaka*.
- 14) Milne, E. D. (2003). 'Metadiscourse Revisited: A Contrastive Study of Persuasive Writing in Professional Discourse'. Unpublished Doctoral Dissertation, Madrid: Complutense University of Madrid.
- 15) Milne, E. D. (2008). 'The Pragmatic Role of Textual and Interpersonal Metadiscourse Markers in the Construction and Attainment of Persuasion: A Cross-Linguistic Study of Newspaper Discourse'. *Journal of Pragmatics* 40, 95-113.
- 16) Nabifar, N., & Shenasi, M. (2014). *The Comparative Investigation of Interpersonal Metadiscourse Used by American and Iranian Editors in English Newspapers*. *Today Science Journal of Humanity*, 2(2), 12-21.
- 17) Negahdari, A. (2009). *Attitude Markers in English and Persian*. University of Khorasgan Azad.
- 18) Oskouei, L. K. (2011). *Interactional Variation in English and Persian: A Comparative Analysis of Metadiscourse Features in Magazine Editorials*. Doctoral dissertation, University of East Anglia Norwich.

- 22) Vande Kopple, W. J. (2002). 'Metadiscourse, Discourse, and Issues in Composition and Rhetoric'. In E. L. Barton and G. Stygall (eds.), *Discourse Studies in Composition*. Cresskill and NJ: Hampton Press, 91-113.

#### **DATA OF THE AUTHORS.**

- 1) **Ali Raza Siddique.** PhD Candidate, Department of Applied Linguistics, Government College University Faisalabad, Pakistan. Email: [ahmad453@yandex.com](mailto:ahmad453@yandex.com)
- 2) **Muhammad Aqeel.** Visiting Lecturer in English, Bahauddin Zakariya University, Multan, Pakistan.
- 3) **Muhammad Imran.** ESE, Government Primary School, Chah Koray Wala, Shujaabad, Multan, Pakistan.

**RECIBIDO:** 2 de julio del 2019.

**APROBADO:** 13 de julio del 2019.